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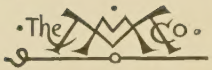
ANNEX

MASTERING ENGLISH

An Elementary Exercise Book for Foreigners



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MASTERING ENGLISH

An Elementary Exercise Book for Foreigners

BY

FRANCES CLENDENING

CASS TECHNICAL HIGH SCHOOL, DETROIT, MICHIGAN
FORMERLY HEAD OF ENGLISH DEPARTMENT IN REHABILITATION WORK FOR WOUNDED SOLDIERS IN COÖPERATION WITH THE FEDERAL BOARD, CASS TECHNICAL HIGH SCHOOL, DETROIT, MICHIGAN

AND

MAUDE CLENDENING LOWER

FORMERLY PRINCIPAL, NIGHT SCHOOL, DEKALB, ILLINOIS

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INTRODUCTION

This book may be used as a supplement to any reader used in classes in English for foreigners. Teachers of such classes often find themselves hampered by lack of supplementary material since it is out of the question for the ordinary basal text to provide a sufficient amount. "Mastering English" has been prepared for the definite purpose of meeting this need. During a period of years the authors listed and classified the mistakes, both oral and written, made by a large number of foreigners engaged in learning English. The difficulties these students encountered in mastering idiomatic expressions were listed and classified. With this list as a basis, the exercises in the present volume were developed with the specific purpose of providing an abundance of drill upon those phases of the language which foreigners of all nationalities seem to find most troublesome.

The drills have been made flexible in order that they may be used for oral work, for ordinary written work, or for dictation. The use of a specific drill to supplement a special lesson gives definiteness to the study of that period and helps to afford the sense of satisfaction which the foreign student — like every other student — feels in the consciousness of progress and achievement resulting from the mastery of something concrete.

A secondary but important purpose of this text is to help solve the problem of the teacher who, due to the peculiar nature of every night school class, has in one group pupils of widely varying capacities and educational backgrounds. While the lessons are so arranged as to be adapted to group recitation, opportunity is at the same time given for individual work, since it is possible to assign one supplementary exercise to one pupil and another to another pupil, whenever that seems desirable.

Much repetitive work is provided. When a pupil makes a mistake in connection with a point he has covered, an immediate reference to the original exercise and a study of the sentences in it and in other exercises that demonstrate the point upon which he is weak will have intensive value in fixing the correct form in his mind.

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SECTION I

Ground Work in Sentence Building

LESSON 1

SINGULAR AND PLURAL

Singular means one.

Plural means more than one.

Boy

Boys

EXERCISE

Add s to form the plural.

girl	boy	door	chair
girls	boys	doors	chairs

Give the plural of —

school	floor	paper
teacher	clock	pen
room	table	pencil
window	desk	hand
board	book	finger

LESSON 2[1]

SINGULAR AND PLURAL

PRESENT TIME

With the singular use is.

With the plural use are.

Singular	Plural
The boy is working.	The boys are working.
The girl is working.	The girls are working.

EXERCISE 1

Dramatize the actions suggested by the following sentences:

1. The boy is standing by the table.
2. The boy is reading.
3. The boy is putting the books on the table.
4. The boy is sharpening the pencils.
5. The boy is writing the lesson.
6. The boy is talking.

[1] The notes to the teacher, which have been placed at the end of many of the lessons, should always be considered by the teacher before the lessons to which they refer are presented to the class.

7. The boy is looking at the clock.
8. The boy is walking.
9. The boy is closing the windows.
10. The boy is opening the door.

EXERCISE 2

1. Read the sentences several times in order to learn by repetition.

2. Read the sentences, using the boys, the girl, the girls. Use the proper verb.

3. Study the words man, men. Read the sentences, using the man, the men.

To the Teacher:

I. Purpose of the lesson:

1. To teach the use of the verb with participle in order to correct such errors as "The man writing his name now," etc.
2. To teach agreement of verb and subject.

LESSON 3

SINGULAR AND PLURAL

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PRESENT TIME

Fill the blanks with is or are.

A Night School Class

1. John —— going to night school.
2. The school —— large.

3. The room —— warm.
4. The windows —— open.
5. One table —— long.
6. The books —— on the table.
7. The chairs —— near the table.
8. The papers —— on the table.
9. The blackboard —— clean.
10. The clock —— on the wall.
11. The teacher —— standing.
12. The pupils —— sitting at the table.
13. All the men —— learning English.
14. One man —— talking.
15. The other men —— writing.
16. One boy —— reading.
17. The pupils —— closing their books.
18. The men —— going home.

PAST TIME

With the singular use was.

With the plural use were.

1. Read the sentences in Lesson 2, using was.

2. Read the sentences in Lesson 2, using the boys were.

3. In the sentences on pages 7 and 8 fill the blanks with was or were.

To the Teacher:

I. Suggestions:

1. This lesson will serve to carry over the drill on nouns in Lesson 1.
2. For practice in the use of *is, are, was,* and *were,* flash cards of nouns in the singular and plural can be used.

LESSON 4

THE PRONOUNS, HE, SHE, IT

I	I am
You	You are
He	He is
She	She is
It	It is

The man The boy The father	he	The woman The girl The mother	she

The book The table The pencil	it

The man is reading. The girl is sewing.

He is reading. She is sewing.

The boy is in school. The woman is walking.

He is in school. She is walking.

The coat is black. The pencil is broken.

It is black. It is broken.

To the Teacher:

I. Purpose of the lesson:

1. To correct the use of the double subject; as, My father, he has gone.
2. To teach the pupil to use the correct pronoun and so avoid such errors as "He [a book] is on the table."

II. Suggestion:

1. Emphasize the fact that the plural verb is always used with *you*.

LESSON 5

THE PRONOUNS, WE, YOU, THEY

We	We are
You	You are
They	They are

The teacher and I My sister and I My friends and I	we	The boys The girls The books	They

The teacher and I are talking.

We are talking.

The girls are going to the theatre.

They are going to the theatre.

The books are new.

They are new.

EXERCISE

Use he, she, it, we, or they instead of the following words:

chair	girl	James and Peter
brother	box	sister
boys	pencils	knife
John and I	the man and I	doors

To the Teacher:

I. Purpose of the lesson:

1. To give drill in the use of personal pronouns.
2. To emphasize the use of *they* in referring to things.

II. Suggestion:

1. Flash cards can be used to advantage with this lesson.

LESSON 6

IS THERE ARE THERE

J. G. Chenoweth *© System, The Magazine of Business*

EXERCISE FOR TALKING

Answer these questions with complete sentences:

1. Are there three men in the room?
2. Is there one man who is standing?
3. Is there a desk in the middle of the room?
4. Are there some pictures on the wall?
5. Is there a telephone on the desk?
6. Are there some papers in front of the man?
7. Is there an inkstand on the desk?
8. Are there drawers in the desk?
9. Is there one man without a coat?
10. Is there a door that is open?
11. Is there a glass in the door?
12. Are there three chairs in the room?

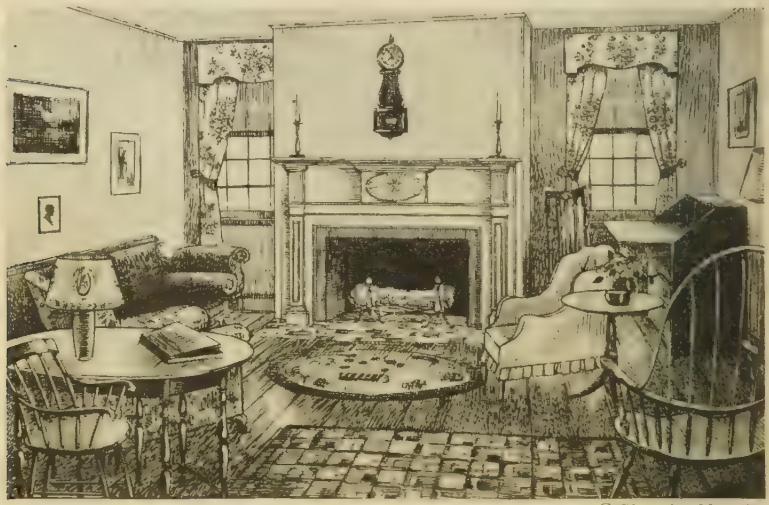
To the Teacher:

I. Suggestion:

1. Whenever a picture is used, the pupils should discuss it and be familiar with the objects illustrated before they begin the exercise. Each picture can be used several times to bring out the points of lessons that follow.

LESSON 7

IS, ARE, WAS, WERE, USED WITH THERE



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PRESENT TIME

In using there is and there are, it is necessary to notice what follows and see if it is singular or plural.

If it is singular use there is.

If it is plural use there are.

There is a picture on the wall.

There are four pictures on the wall.

EXERCISE

These sentences are about the room shown on page 16. Read them, using is or are.

1. There (is, are) a fireplace in the room.
2. There (is, are) four chairs.
3. There (is, are) four pictures on the wall.
4. There (is, are) a clock on the wall.
5. There (is, are) curtains at the windows.
6. There (is, are) a book on the table.
7. There (is, are) a writing desk in the corner.
8. There (is, are) two rugs on the floor.
9. There (is, are) a vase of flowers on the little table.
10. There (is, are) a log of wood in the fireplace.
11. There (is, are) a lamp on the table.
12. There (is, are) candlesticks on the mantelpiece.
13. There (is, are) a sofa in the room.
14. There (is, are) one round rug on the floor.

PAST TIME

With the singular use there was.

With the plural use there were.

Read the sentences on page 17 again, using there was and there were.

EXERCISE

Change the sentences on page 17 from statements to questions.

To change them to questions—

1. Begin each question with is or are.
2. Otherwise leave the order of words as it is.
3. Put a question mark at the end of each if you write the sentences.

EXERCISE FOR TALKING

Close the books and ask questions beginning with is or are about the objects in the schoolroom. One person may ask a question and someone else in the class may answer it by saying, for example, "Yes, there is a desk in the room."

To the Teacher:

I. Purpose of the lesson:

1. To correct such a common mistake as, "There was two men."

II. Suggestion:

1. If the last part of this lesson, in which the pupil is asked to change the statements to questions, seems too difficult, it may be taken later.

Photograph by Brown Brothers

TELLING THE STORY

LESSON 8

IS, ARE, WAS, WERE, USED WITH VERB FORMS ENDING IN ING

For review, read Lesson 2 and sentences 11–18 of Lesson 3.

Read the following and use in sentences:

is telling	are telling
was telling	were telling

EXERCISE

Fill the blanks in the following sentences with is or are and the verb form ending in ing.

1. The boy —— wear—— a sailor suit.
2. He —— tell—— a story.
3. His father and mother —— look—— at him.
4. They —— listen—— to his story.
5. He —— hold—— up his hands.
6. The little girl —— feed—— the parrot.

7. The parrot —— eat—— the bread.
8. The two men —— sitting down.
9. The mother —— stand—— near them.
10. They —— all smiling but the mother.
11. A picture —— hang—— on the wall.
12. A book —— lying on the bookcase.

In the sentences, fill the blanks with was or were and the verb form in ing. Cover the sentences and talk about the picture.

FOR FURTHER DRILL

Turn to other pictures and give sentences using is and are with verb forms ending in ing.

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "He going down town," and "The man is now work at steel mills."

LESSON 9

IS, ARE, WAS, WERE, USED WITH QUESTIONS

To change the following statements to questions —

1. Begin the question with is, are, was, or were.
2. Otherwise leave the order of words as it is.
3. Put a question mark at the end, if you are writing.

The man is in the house.
Is the man in the house?

The tack was on the floor.
Was the tack on the floor?

The workmen were late.
Were the workmen late?

They are at work.
Are they at work?

EXERCISE

Change the following statements to questions:

1. Jane is coming to night school.
2. She is speaking English now.
3. She is working hard.
4. The pupils are coming three nights a week.
5. Gus and George are absent sometimes.
6. Joe's brother was in America before the war.
7. He was in the war.
8. He was an American citizen then.
9. His friends were working in the steel mills.
10. The boys were in the army.
11. They were very homesick.
12. One of them was injured in the war.

FOR FURTHER DRILL

Change the sentences in Lessons 2, 3, and 8 to questions.

To the Teacher:

I. Purpose of the lesson:

1. To teach the order of words in questions.
2. To overcome the tendency to omit the verb in questions, resulting in such expressions as "Man in the house?"

LESSON 10

HAVE AND HAS

M. I. Dicksea

THE YOUNG MUSICIAN

In the sentences about the picture notice that —

Has is used with the singular.

Have is used with the plural.

1. The child has bare feet.
2. The man has a lantern in his hands.
3. The women have caps on their heads.
4. One woman has many keys.
5. The man has a long coat.
6. The man and the women have entered the room.
7. The women have stopped in the doorway.
8. The little boy has been playing the piano.
9. They have heard him.
10. The old man has raised the lantern.

EXERCISE

Change the sentences above to questions.

1. Begin each question with have or has.
2. Otherwise leave the order of words as it is.
3. Put a question mark at the end, if you are writing.

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "The man *have* money."

LESSON 11

HAVE USED WITH I

Have, instead of has, is always used with I.

EXERCISE

In my pocket —

1. I have a penknife.
2. I have a sharp pencil.
3. I have a fountain pen.
4. I have a new purse.
5. I have some money.

EXERCISE FOR TALKING

Answer the questions in complete sentences. Begin each answer with yes.

1. Have you a gold watch?
2. Have you a watch chain?
3. Have you a pair of glasses?
4. Have you two pencils?

5. Have you some keys?
6. Have you a knife?
7. Have you a handkerchief?
8. Have you a match?
9. Have you a stamp?
10. Have you a nickel?

EXERCISE

Do you use have or has with the following? Give a sentence to show which you would use.

the man	they	you
I	you	the woman
the dogs	the building	she
my sister	we	his uncle
he	his son	it
the books	I	the birds

EXERCISE FOR TALKING

Ask each other questions beginning with "Have you."

To the Teacher:

I. Suggestion:

1. Flash cards can be used to advantage with this lesson.

LESSON 12

TO AND FOR

You should write to your mother often.

Did you write to your brother for money?

Come to my house to-morrow.

Come to my house to-morrow for dinner.

EXERCISE

Fill the blanks with to or for:

1. Are you going —— another city?
2. Are you going —— another city to look —— work?
3. Will you please take this bundle —— the laundry?
4. Will you please take this bundle —— the laundry —— me?
5. He gives the money —— his wife.
6. He gives the money —— his wife —— the rent.

7. I will read the paper —— my wife.

8. The mother reads —— her child.

9. He sent —— the hospital —— a nurse.

10. He sent —— the drug store —— the medicine.

11. Send your little girl —— the grocery —— some bread.

12. Have you any work —— me?

13. Has he gone —— school?

14. Has he sent the bill —— my suit of clothes?

15. Have your friends gone —— the theater?

To the Teacher:

I. Purpose of the lesson:

1. To correct errors arising from the misuse of prepositions.

II. Suggestion:

1. This lesson will help to carry over the drills on *have* and *has*.

LESSON 13

ON AND IN

Read these sentences. Notice the difference between in and on.

Put the book in the drawer of the desk.

Put the book on the table.

There was some ink in the bottle.

The bottle was on the table.

EXERCISE

Fill the blanks with in or on.

1. We rode —— the automobile.
2. John dropped the cup —— the floor.
3. Last night we hung the pictures —— the wall.
4. The girl is standing —— the stairs.
5. The dog is —— the water.
6. The men are standing —— the hall.
7. The people are —— the steps of the house.
8. The newspaper was —— the mail box.

9. They went bathing —— the lake.
10. There is a coat —— the closet.
11. There is a coat —— the hook.
12. Was there a book —— the table?
13. Are there any letters —— the mail box?
14. There were many people —— the building during the storm.

Use in with cities or countries. Why?

Use on with streets. Why?

Use the following with in or on:

—— Detroit	—— Second Boulevard
—— Russia	—— the United States
—— First Street	—— England
—— Washington	—— France
—— Fifth Avenue	—— Broadway
—— Main Street	—— Italy
—— Chicago	—— Germany

To the Teacher:

I. Purpose of the lesson:

1. To correct errors arising from the misuse of prepositions. "The papers are in the floor."

II. Suggestion:

1. This lesson will serve to carry over the drills on *there is, there are, there was, there were.*

LESSON 14

A DRILL WITH PREPOSITIONS

P. K. Hanna *© Conjoleum-Nairn, Inc.*

EXERCISE FOR TALKING

1. What is on the stove? on
2. What is in the woman's hands? in
3. What is on the shelf? on

4.	What is in the man's arms?	in
5.	What is over the table?	over
6.	What is under the table?	under
7.	What is above the short shelf?	above
8.	What is below the short shelf?	below
9.	What are in front of the window?	in front of
10.	Who is behind the woman?	behind

LESSON 15

ME, HIM, HER, US, AND THEM

Me, him, her, us, and them are often used after the following words:

to	at	with	below
of	for	over	in front of
in	from	under	behind
on	by	above	back of

to me
to him
to her
to us
to them

Read these, using (instead of to) of, for, from, by, with, over, before, behind.

1. I got a letter from her yesterday.
2. The boss spoke to me.
3. The children can go with them.
4. He has written to us.
5. Stand behind him.

6. John worked for them.
7. Do not walk in front of us.
8. The dog ran behind them.
9. My cousin lives in the flat above me.
10. My brother lives in the flat below me.

EXERCISE

Use the following in sentences:

to him	in front of me
from them	behind her

LESSON 16

POSSESSIVES

Singular		Plural	
I	my	we	our
you	your	you	your
he	his	they	their
she	her		
it	its		

my hat
your book
his pencil
her umbrella
its foot

our room
your coats
their house

This hat belongs to me. It is my hat.

This English book belongs to you. It is your book.

I am sure that this is his pencil.

What did she do with her umbrella?

The little dog hurt its foot.

Room 311 is our room.

You may all hang up your coats.

Have you seen their house?

EXERCISE

Give the possessive word that is used for each of the following:

we —— (our)	she ——	Henry
I ——	he ——	horse ——
you ——	I ——	workmen ——
they ——	they ——	dog ——
he ——	we ——	cats ——
it ——	it ——	girl ——

To the Teacher:

I. Suggestion:

1. Flash cards can be used to advantage with this lesson.

LESSON 17

POSSESSIVES

EXERCISE 1

Fill the blanks with one of the following words: my, your, his, her, its, our, their.

1. I will bring —— music.
2. Did you get —— money?
3. We have —— coats.
4. That girl put —— books in the wrong room.
5. George said that - - work was hard.
6. We received —— bill to-day.
7. When did the dog lose —— collar?
8. The men will correct —— mistakes.
9. I like —— new suit very much.
10. We like to have —— windows open.
11. Have you sent —— trunk yet?
12. Has the horse broken —— leg?

13. Have the workmen stopped —— work?

14. Have they put —— hats away?

15. Henry is writing —— lesson.

16. Mary is coming with —— sister.

17. The dog is wagging —— tail.

18. The boys were sending money to —— mother.

EXERCISE 2

Use in sentences —

my ring	its paw (cat)
their books	her dress
its tail (dog)	their money
his watch	his work
her sister	my shoes
our house	your brother

To the Teacher:

I. Suggestion:

1. This lesson will help to carry over the drills on *is* and *are*, with verb forms in *ing*, and on *have* and *has*.

LESSON 18

POSSESSIVES

F. Montenard

In the following sentences about the picture, notice the use of his, her, its, and their.

EXERCISE

THE BOY

1. His cap is on his head.
2. His hands are on the rope.
3. His sleeves are turned up.
4. His pail is in the well.

THE GIRL

5. Her hair is tied back.
6. Her dress is patched.
7. Her hand is on the wall.
8. Her feet are bare.

THE WELL

9. Its water is cold.
10. Its wall is of stone.

THE COWS

11. Their horns are pointed.
12. Their necks are long.

THE PEOPLE

13. Their clothes are old.
14. Their work is hard.

EXERCISE FOR TALKING

Cover the sentences and talk about the picture.

To the Teacher:

I. Purpose:

1. To give drill in the use of pronouns referring to persons, animals, and objects.

II. Suggestion:

1. It is well to speak of the use of *it* in reference to animals when the sex is not known; as, "It was a black cat."

LESSON 19

THE ENDING -KS

The plan of this exercise is to pronounce a word very slowly at first, giving the k and s each a distinct sound, and then to pronounce more and more rapidly until they are blended into one.

as k s
as k s
ask s
asks

In a similar manner pronounce the following:

desks	barks	hooks
marks	looks	books

In the following words e is silent.

la k(e) s
la k(e) s
lak(e) s
lak(e)s

In a similar manner pronounce the following:

shakes	makes	strikes
bakes	rakes	dikes

In the following words c is silent.

do(c) k s
do(c) k s
do(c) k s
do(c) ks

In a similar manner pronounce the following:

ducks	flocks	sacks
wrecks	locks	backs
decks	socks	lacks

To the Teacher:

I. Purpose of the lesson:

1. To correct common errors in pronunciation caused by the omission of one sound in words ending in *ks*. (No difficulty is ordinarily encountered with either *k* or *s* when pronounced separately, but it seems difficult to combine them at the end of a word.)

LESSON 20

PRESENT TIME OF VERBS

When speaking about one person or thing add s or es to the present of the verb.

The man speaks.

The men speak.

SPEAKS, SPEAK

1. The teacher —— slowly.
2. All the men —— English at the shop.
3. My friend —— better than I.
4. He —— so fast that I can not understand him.
5. John —— better when he —— slowly.
6. The boys —— Italian at home.

LOOKS, LOOK

1. The doctor —— at the sick child.
2. The child —— very pale.
3. The doctor feels his pulse and —— at his tongue.

4. He puts a thermometer in the child's mouth. The parents —— at it.

5. They —— worried.

6. The mother —— at the doctor.

EXERCISE FOR TALKING

Answer the following questions, using speaks or speak:

1. What language does your brother speak?
2. What language do the men speak at night school?
3. What language does your wife speak?
4. What language does the teacher speak?
5. What language do your neighbors speak?

Answer the following questions, using looks or look:

1. Does the doctor look at the child?
2. Does the child look sick?
3. Does the doctor look at the child's tongue?
4. Do the parents look at the thermometer?
5. Do they look worried?

To the Teacher:

I. Purpose of the lesson:

1. To correct such expressions as "My brother work at Studebaker's."

II. Suggestion:

1. This lesson will serve to carry over the drills on *ks* and on pronouns.

LESSON 21

PRESENT TIME OF VERBS

When speaking about one person or thing add s or es to the present of the verb. When the verb ends in sh or ch the es is pronounced.

I wash I catch

he washes he catches

WATCHES, WATCH

1. The policeman —— the building every night.
2. The policemen —— the automobiles.
3. Our cat —— for mice.
4. The little boy —— his father work.
5. Children —— the animals in the park.
6. The dog —— everyone who comes to the house.

DOES, DO

1. That man —— not know where to go.
2. The street cars —— not run on this street.

3. My father —— a great deal of work.
4. The bell —— not ring.
5. These two men —— their work carefully.
6. My brother —— not work in this factory.

GOES, GO

1. We —— to St. Louis every year.
2. Our boss —— to Chicago once a month.
3. Henry —— to work early.
4. The men —— to work at seven.
5. This machine —— too slowly.
6. He —— to see moving pictures once a week.

EXERCISE FOR TALKING

Answer the following questions, using watches or watch:

1. What do the policemen watch?
2. Whom does the boy watch?
3. Does the little boy watch the cars go by?

Answer the following questions, using does or do:

1. Does the man do his work well?
2. Do the men in your factory do their work carefully?
3. Does this man do a great deal of work?

Answer the following questions, using goes or go:

1. When does Henry go to work?
2. Where does the woman go for her groceries?
3. Where do the children go every day?
4. Does your friend go to see moving pictures?

To the Teacher:

I. Purpose of the lesson:
   1. To correct such expressions as "The man go down town."

II. Suggestion:
   1. This lesson will help to carry over the drills on pronouns.

LESSON 22

PRESENT TIME OF VERBS

When speaking about one person or one thing add s or es to the present of the verb.

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EXERCISE

Choose the correct word.

A Street Car

1. The street cars (run, runs) on many streets.

2. The motorman (start, starts) the car.

3. The conductor (watch, watches) the people get in.

4. Each man (pay, pays) his fare.

5. Some people (get, gets) transfers.

6. Men and women (stand, stands) in the aisle.

7. They (look, looks) out the windows.

8. The car (go, goes) fast.

9. Each passenger (push, pushes) the button for the car to stop.

10. It (stop, stops) at every corner.

FOR FURTHER DRILL

In Exercise I of every lesson in Section III (pages 217–246), change the first sentence so that it begins with he, she, it, or they.

To the Teacher:

I. Purpose of the lesson:

1. To correct such expressions as "The car go fast."

LESSON 23

EXERCISE FOR TALKING

For practice in the use of is made of, is used to, is used for, it and its for things, s with the third person singular.

An Envelope

material	1. The envelope is made of paper.
size or shape	2. It is about six inches long and four inches wide.
color	3. Its color is white.
cost	4. One stamped envelope costs three cents.
use	5. It is used to put letters in.

EXERCISE

Give five sentences about the following items, using the words in the lists.

A Lead Pencil	An Ink Bottle
material	material
size or shape	size or shape
color	color
cost	cost
use	use

Give five sentences about the following:

1. A tablet
2. A watch
3. A box
4. An umbrella
5. A table.
6. A match.

LESSON 24

HOW TO SOUND T AND D

To pronounce t, press the tip of the tongue against the roof of the mouth just back of the front teeth. Then breathe out quickly, forcing the tongue out of this position.

To pronounce d, place the mouth in the same position as for t. Place your finger on your throat and pronounce t and d. You should notice a movement of the vocal cords in pronouncing d that you do not feel in pronouncing t.

EXERCISE

Pronounce the following:

take	ten	mate	bet
tan	tell	late	yet
tank	to	hate	boat
tie	teach	fate	meet
time	team	write	fruit

With the finger on the throat, pronounce the following:

day	die	doll	head
date	dime	dollar	fed
dark	dig	dot	led
darn	did	door	wood

1. My teacher told me to take my book.
2. Tell him to meet me at the boat.
3. He does not do that work on dark days.
4. He doesn't drink that at dinner.
5. Tom did not teach drawing Monday.
6. Donald didn't wait but turned and went to the door.

To the Teacher:

I. Purpose of the lesson:

1. To correct two common errors in pronunciation —
   (*a*) Pronouncing *d* for *t*, as *liddle* for *little*.
   (*b*) Pronouncing *t* for *d*, as *colt* for *cold*.

II. Suggestion:

1. *D* will probably have to be obtained by imitation of the teacher.

LESSON 25

PAST TIME OF VERBS

Regular verbs in the past time end in ed.

spell	spelled
clean	cleaned
play	played

Sometimes ed is pronounced like a t. This is so in the following words. Pronounce them.

looked	worked	talked
walked	asked	passed
laughed	picked	jumped
stopped	wrapped	dressed

EXERCISE

Pronounce the past time of the following verbs:

wash	call	show
watch	turn	pull
rush	earn	pray
cook	learn	rain

Use in sentences the past time of ten of these words. In each sentence put some expression also showing past time, such as yesterday, last week, last year, a few minutes ago, a month ago.

To the Teacher:

I. Suggestion:

1. This lesson will serve to carry over the drill on the pronunciation of *t* and *d*.

LESSON 26

PAST TIME

When ed is added to a verb ending in t or d, the ed is pronounced in a separate syllable.

want	wanted	(pronounced want ed)
land	landed	(pronounced land ed)

In all other verbs that add ed to show past time, the ed is not pronounced separately.

learn	learned	(pronounced learned)
march	marched	(pronounced marched)

EXERCISE

Pronounce the past time of the following verbs:

finish	dress	follow
point	own	walk
need	paint	visit
look	open	cover

mend	help	comb
wait	light	heat
rent	order	rest
dust	start	wish

READING LESSON FOR PRONUNCIATION

BOOKER T. WASHINGTON

Booker T. Washington was a very poor negro boy who wanted to go to school. He wanted to go so much that he walked many miles to the school. The teacher opened the door and looked at him. He was very dirty. He had never seen a bathtub, a toothbrush, nor a bed with sheets. The teacher decided to give him a chance. He handed the boy a broom and told him to sweep the floor. He swept it three times and dusted it four times. He did it so well that the teacher permitted him to stay.

He studied hard and learned quickly. When he finished school he helped the negro people. He started a school for negroes. He is one of the greatest negroes America has ever had.

To the Teacher:

I. Purpose of the lesson:

1. To give drill in the pronunciation of *ed*.

II. Suggestion:

1. Flash cards can be used to advantage with the first part of this lesson.

LESSON 27

FUTURE TIME

In talking about the future, that is, about to-morrow, next week, or next year, use will and the present time.

Future		Future
will give	to-morrow	in a little while
will write	next week	after a while
will work	next month	in a few minutes
will come	next year	soon

The band will give a concert to-morrow.

They will work next week.

The class will write again next Thursday.

I hope that you will come to see me soon.

EXERCISE

Give sentences using the following words. In each sentence use some expression showing future time.

will see will sing will be will ask
will tell will go will read will try

To the Teacher:

I. Suggestion:

1. It is thought best not to attempt to distinguish between the use of *will* and *shall* until the pupil has reached a more advanced stage of progress.

LESSON 28

PAST TIME OF IRREGULAR VERBS

Present	Past
break	broke
speak	spoke
eat	ate
sing	sang
write	wrote
sell	sold
give	gave
tell	told
lose	lost

EXERCISE

Give the following sentences in the past time:

1. That boy breaks his pencil very often.
2. Those men speak English correctly.
3. Her children eat a great deal of candy.
4. The girl next to me sings beautifully.
5. All these people write the spelling lesson.

6. That grocery store sells meat also.

7. They often give money to the blind man on the corner.

8. That paper tells the whole story.

9. That man often loses his car tickets.

10. His voice breaks sometimes when he sings.

11. The pupils tell the story and then they write it.

12. The grocer gives away a bar of soap with every dollar's worth that he sells.

If the above exercise is written, read it in the present time for drill on the use of s in the third person singular.

EXERCISE FOR TALKING

The Purchase of Manhattan Island

The Dutch settled on Manhattan Island. They bought it from the Indians and paid twenty-four dollars for it. This island is now New York City. It is worth millions and millions of dollars.

Answer the following questions in complete sentences:

1. Who settled on Manhattan Island?
2. From whom did they buy it ?
3. How much did they pay for it?
4. What is Manhattan Island now?
5. How much is it worth now?

To the Teacher:

I. Suggestions:

1. This lesson will serve to carry over the drills on the use of *s* in the third person singular.
2. For a more complete list of irregular verbs, see pages 211–215.

LESSON 29

PAST TIME OF IRREGULAR VERBS

Present	Past
buy	bought
get	got
build	built
begin	began
make	made
spend	spent
take	took
pay	paid
keep	kept

EXERCISE

Read the following and change to past time:

Building a Garage

Mr. Allen needs a garage. He buys lumber at the lumber yards. He gets two men to help him. The three men build it together. They

get the materials together and begin to put up the building. They make the floor of concrete. Mr. Allen buys two window frames and one door. They shingle the roof themselves. They spend two days working on the roof. It takes one day to paint the building. Then Mr. Allen pays the men. He keeps two automobiles in his new garage.

For review, read "Building a Garage" in the future time.

EXERCISE FOR TALKING

Buying Wives

In 1620 there were not many women in America. The men wanted wives. One hundred young women came from England. One hundred American men each paid one hundred pounds of tobacco for a wife. Then the priest married them.

Answer these questions in complete sentences:

1. Were there many women in America in 1620?

2. What did the men want?

3. Who came from England?

4. How much did each man pay for his wife?

5. Who married them?

After the questions have been answered several times, tell the story.

To the Teacher:

I. Suggestion:

1. The first part of this lesson will help to carry over the drill on the use of *s* in the third person singular.

LESSON 30

PAST TIME OF IRREGULAR VERBS

Present	Past	Present	Past
come	came	take	took
go	went	think	thought
see	saw	throw	threw

EXERCISE FOR TALKING

Sir Walter Raleigh

Sir Walter Raleigh visited America. When he went back to England he took some tobacco with him. The people in England had never seen tobacco. One day he was smoking. A servant came into the room and saw smoke coming from his mouth. He thought Sir Walter Raleigh was on fire. So he threw a pitcher of water on Sir Walter to put out the fire.

Answer these questions in complete sentences:

1. What country did Sir Walter Raleigh visit?

2. What did he take back to England?

3. Had the people in England seen tobacco?

4. What was he doing one day?

5. What did his servant see coming from his mouth?

6. What did the servant think?

7. What did the servant do then?

After the questions have been answered several times, tell the story.

LESSON 31

PAST TIME OF IRREGULAR VERBS

Present	Past
meet	met
know	knew
do	did
have	had
send	sent
find	found

EXERCISE FOR TALKING

Daniel Webster

When Daniel Webster was a young man he worked hard. One night he started home from work late. It was very cold. He met an old lady in front of his house. She was picking up a loose board from the sidewalk. He knew that she did this because she had no wood at home. The next day he sent her a load of wood. She never found out who sent the wood.

Answer these questions in complete sentences:

1. When did Daniel Webster start home from work?
2. What kind of a night was it?
3. Whom did he meet?
4. Where was she?
5. What was she doing?
6. Why was she doing this?
7. Did he know why she was doing this?
8. What did he send her the next day?
9. Did she ever find out who sent the wood?

After the questions have been answered several times, tell the story.

LESSON 32

NEGATIVES

In the following sentences notice that not is never the second word in the sentence.

I am sick.	Mary was late.
I am not sick.	Mary was not late.

EXERCISE

Read the following sentences putting in not. Do not leave out any words.

1. We are going down town in an automobile.
2. He is writing a letter on that paper.
3. He can paint the house for Mr. Martin.
4. He will come from New York on Tuesday.
5. They can move into the flat below us.
6. The man was taken to the hospital.

7. James will buy a new coat.
8. His brother is driving the automobile.
9. Those men are lazy.
10. The letter was written in ink.
11. We can run that machine.
12. They are doing part-time work.

Give ten sentences using not.

To the Teacher:

I. Purpose of the lesson:

1. To correct the tendency to omit all auxiliaries in negative sentences, resulting in such expressions as "I no like candy," "He not go," etc.

II. Suggestion:

1. This lesson will help to carry over the drills on prepositions, and on *is* and *are* with verb forms in *ing*.

LESSON 33

DOES NOT, DO NOT, AND DID NOT

For review, read Lesson 21 (does and do). Then read the three following sentences:

The bell does not ring.

My brothers do not work here.

Mary did not help her mother.

EXERCISE

Correct the following sentences, putting in the word that is missing. Notice where you put does, do, did.

does

1. He not come to school.
2. He not eat a great deal of fruit.
3. My mother not bake brown bread.

do

1. I not like this food.
2. These flowers not need more sunlight.
3. My cousins not live in America.

did

1. They not put out the fire last Sunday.
2. He not wear his new coat yesterday.
3. The pupil not talk clearly last night.

Give sentences with does not, do not, did not.

To the Teacher:

I. Purpose of the lesson:

1. To correct the tendency to omit all auxiliaries in negative sentences (particularly with *do*, *does*, *did*), resulting in such expressions as "He not live here."

LESSON 34

PAST TIME: SPECIAL LESSON ON DID

did see	did go	did ask	did like
saw	went	asked	liked

Use did see, did go, did ask, etc. in questions and sentences containing not.

Use saw, went, asked, etc. in all other sentences.

1. Did you see him yesterday?

   No, I did not see him yesterday.

   Yes, I saw him yesterday.

2. Did he go home?

   No, he did not go home.

   Yes, he went home.

3. Did the man ask for a match?

   No, he did not ask for a match.

   Yes, he asked for a match.

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A Ball Game

EXERCISE

A Ball Game

1. Did you (see, saw) the ball game last week?
2. Yes, I (see, saw) it.
3. No, I did not (see, saw) it.
4. Did you (get, got) a good seat?
5. Yes, I (get, got) a good seat.
6. No, I did not (get, got) a good seat.
7. Did you (enjoy, enjoyed) the game?
8. Yes, I (enjoy, enjoyed) the game.
9. No, I did not (enjoy, enjoyed) the game.

Money

Answer each of the following questions in two ways:

1. Did the man pay his rent last week?
2. Did Arthur find the bill he lost?
3. Did he count his change?
4. Did the cashier give you a receipt?
5. Did Anna spend all her money?

EXERCISE FOR TALKING

Ask questions of each other. Begin each question with did and answer it in two ways.

FOR FURTHER DRILL

Read sentences 13–17 in Exercise I of every lesson in Section III (pages 217–246).

To the Teacher:

I. Purpose of the lesson:

1. To correct such expressions as "The man did not saw him," "Did you got your book?" "I did not got my book," "I did got my book yesterday."

LESSON 35

EXERCISE FOR TALKING

Personal Experiences

Answer the following questions in complete sentences:

1. What country did you come from?
2. What city were you born in?
3. When did you come to the United States?
4. From what city did you sail?
5. Did you speak English before you came?
6. Did you learn any English on the ship?
7. Were you seasick?
8. Where did you land?
9. Did an officer examine you for admission?
10. Did you stay at Ellis Island over night?
11. Did you see the Statue of Liberty?
12. Did you come alone?
13. Who met you when you arrived?
14. Did you find work right away?

15. Did you get very homesick at first?
16. Who told you about the night schools?

To the Teacher:

I. Purpose of lesson:

1. To give practice in the use of —
   (*a*) The past time of regular and irregular verbs.
   (*b*) Positive and negative answers.
   (*c*) The correct placing of *not* in the sentence.

LESSON 36

HOW TO SOUND V AND W

V

W

Before pronouncing each word in the following lists be sure that your mouth is in the position shown in the picture.

For v press the upper teeth against the lower lip.

village	vain	have	live
vim	vacant	leave	oven
vivid	varnish	starve	even
victim	valley	move	seven
vote	very	love	heaven

For w push the lips forward, making a small round hole.

water	well	wind	way
want	weather	window	away
walk	wear	woman	awake
watch	were	work	woodwork
wild	week	wave	wigwam

EXERCISE

1. William went away to look for work.
2. Every one should vote very early in the week.
3. We get very good water from that well.
4. The wild grape vine very soon covered the window.
5. The woman wears a velvet dress in winter.

To the Teacher:

I. Purpose of lesson:

1. To correct two common errors in pronunciation —
   (*a*) Pronouncing *v* for *w*, as *vas* for *was*.
   (*b*) Pronouncing *w* for *r*, as *wery* for *very*.

LESSON 37

CONTRACTIONS

When two words are shortened and made into one, an apostrophe (') is used in place of the letters that are left out.

I will	I'll	I have	I've
I am	I'm	have not	haven't

EXERCISE

Put the apostrophes in the following:

I will	Ill	I have	Ive
you will	youll	you have	youve
he will	hell	we have	weve
she will	shell	he has	hes
we will	well	she has	shes
they will	theyll	they have	theyve
I am	Im	there is	theres
he is	hes	what is	whats
she is	shes	we are	were
it is	its	you are	youre
		they are	theyre

have not	havent	were not	werent
has not	hasnt	does not	doesnt
had not	hadnt	do not	dont
is not	isnt	did not	didnt
are not	arent	would not	wouldnt
was not	wasnt	could not	couldnt
		can not	cant
		will not	wont

To the Teacher:

I. Purpose of the lesson:

1. To give drill on an idiomatic form.

II. Suggestion:

1. Special emphasis should be given to *can't* and *won't*.
2. This lesson will serve to carry on the drill on *w*.

LESSON 38

CONTRACTIONS

EXERCISE 1

Rewrite the following sentences, using contractions:

1. I will take my medicine.
2. She will cook her own dinner.
3. We will catch the robber.
4. You will pay your bill, won't you?
5. They will plant the flowers to-morrow.
6. I am older than my brother.
7. He is learning a trade.
8. She is getting breakfast for John and me.
9. It is on the table.
10. There is a telephone in that room.
11. What is that noise?
12. They are building a house.
13. You are an American citizen now.
14. We are working on their machine.
15. I have one hundred dollars in the bank.

16. We have seen our new garage.
17. They have come from New York.
18. He has divided it between her and me.
19. She has written a letter to them.
20. I will not do the work.
21. Sam can not find his collar button.
22. Mr. and Mrs. Brown have not moved yet.
23. The dress is not too small for her or me.
24. Those pupils will not learn much.
25. Jack was not very well.
26. That boy will not stop working.
27. Your bell does not ring.
28. The men do not work after dark.
29. Her parents would not buy a victrola.
30. The women could not walk so far.

EXERCISE 2

Beginning with sentence 21, change the rest of the sentences into questions.

1. Begin each question with the contraction.
2. Otherwise leave the order of words as it is.

3. If you are writing, put a question mark at the end.

FOR FURTHER DRILL

1. In Lesson 11 (questions 1–10) and in Lesson 32, change the sentences so that negative contractions are used.

2. In Exercise I of every lesson in Section III (pages 217–246), change sentences 5–11 to questions beginning with negative contractions.

To the Teacher:

I. Purpose of the lesson:

1. To give drill on an idiomatic form.

II. Suggestion:

1. This lesson will help to carry over the drill on possessive forms of pronouns and also pronouns after prepositions.

REVIEW EXERCISES

I. REVIEW OF LESSONS 6 AND 7

A Park

1. There (is, are) a park near the city.
2. There (is, are) a lake in the park.
3. There (is, are) many boats on the lake.
4. There (is, are) many buildings.
5. There (is, are) a band stand.
6. (Is, Are) there concerts often?
7. (Is, Are) there many benches?
8. (Is, Are) there a playground for the children?
9. (Is, Are) there many trees in the park?

Read the sentences above with was or were.

II. REVIEW OF LESSONS 10 AND 11

Letters

1. I (has, have) received a letter from her.
2. We (has, have) read it.
3. John (has, have) sealed the envelope.
4. He (has, have) stamped it.

5. They (has, have) sent many post cards
6. (Has, Have) you a stamped envelope?
7. (Has, Have) Alma mailed the letter?
8. (Has, Have) the girls gone to the post office?
9. (Has, Have) the postman come yet?

III. REVIEW OF LESSONS 4, 5, 15, 16, AND 17

Singular				Plural		
I	you	he	she	we	you	they
my	your	his	her	our	your	their
me	you	him	her	us	you	them

Reading Lesson

I came to the United States in 1919. My family came with me. The first place that I lived was New York. I stayed in New York because my cousin got work for me there. I worked in a factory eight hours a day. My work was hard. I lifted heavy boxes. My arms were not strong enough, so I gave up the work. My cousin helped me while I was out of work. My brothers in Detroit wanted me to go there. One of my brothers sent money to me and I went there in 1921.

Read the "Reading Lesson," changing I, me, my to he, him, his; she, her, etc.

IV. REVIEW OF LESSONS 20, 21, 22

A Restaurant

© Brown Brothers

I eat my meals at a restaurant. I know a good one near my house. When my work is over I go there with my friend. There are ten tables. I sit at the same table every night. My friend sits at the opposite side of the table.

I talk with him about work while I eat. The waiter brings the food quickly. Almost every night I take soup. My friend does not like soup very well. Then I have meat and potatoes. Sometimes I take beans or macaroni instead of meat. Two or three times a week I eat pie for dessert.

Read "A Restaurant" changing—

1. I to he
   my to his
2. I to she
   my to her

Change the verbs accordingly.

FOR FURTHER DRILL

Change the second sentence in Exercise I of every lesson in Section III (pages 217–246) so that it begins with he, she, it, or they.

V. REVIEW OF LESSONS 25, 26, 27

Clothes

1. The soldiers sew buttons on their coats.
2. Young men press their suits often.
3. The workmen like warm clothes.
4. We mend our own clothes.

5. The tailors darn the holes in the clothes.
6. We need heavy clothes.
7. The men fasten their collars with collar buttons.
8. The boys pick out expensive neckties.
9. The children want new shoes.
10. They lace their shoes quickly.
11. The tailors clean the suits.
12. The boys brush their coats.

Change the sentences to future time.

Write the sentences in the past time.

VI. REVIEW OF LESSONS 20, 21, 22, 25, 26

Marketing

1. My brother needed some groceries.
2. He and his wife walked to the market.
3. His wife looked at the fruit.
4. She wanted some apples.
5. They ordered some pork at the market.
6. The butcher weighed the meat.
7. My brother handed him a bill.
8. He returned the change.

9. They waited for a clerk at the grocery store.

10. The clerks worked very hard.

Change the sentences to the future time.

Write the sentences in the present time. Then change them back again to the past time and compare with the book.

VII. REVIEW OF THE PAST OF REGULAR AND IRREGULAR VERBS

Personal Experiences

Answer these questions in complete sentences:

1. Did you live in a city, in a village, or on a farm in your country?
2. Did you go to school when you were young?
3. How many years did you go to school?
4. What time did school begin?
5. What time did it close?
6. Did you read books at home?
7. Did you play games when you were young?
8. What was your house made of?

9. Were there many two-story buildings where you lived?

10. Did you have very cold weather in winter?

11. Did you learn a trade?

12. Did you learn it at school?

13. Did you work at your trade many years?

14. Did most boys learn trades?

15. What did the farmers raise in your neighborhood?

16. Did many farmers own their own farms?

VIII. REVIEW (EXERCISE FOR TALKING)

BUILDINGS

use	1. This building is a school.
location	2. It is { in the middle of the block. / at the corner of two streets.
material and color	3. It is a large, red brick building.
height	4. There are five stories.
front entrance	5. The front entrance has three large doors.

windows and doors

6. There are many windows but not many doors.

general appearance

7. It is a beautiful building.

In the same way give seven sentences about any of the following. (Slight variations may be necessary.)

A factory.
An office building.
An apartment building.
A department store.
A post office.
A library.
A theatre.
A home.

SECTION II

Sentence Building and Simple Uses of the Parts of Speech

LESSON 39

CAPITALS

These rules tell you some important uses of capital letters:

1. The first word of a sentence should begin with a capital letter.

She will go there to-morrow.

2. The word *I* should be written with a capital letter.

Perhaps I can get it.

3. Names of people should begin with capital letters.

Mr. James Brown
Mrs. James Brown
Miss Mary Brown
Dr. R. S. Lewis
President Coolidge
Henry L. Allen

4. The names of the days of the week should begin with capital letters.

Sunday	Tuesday	Friday
Monday	Wednesday	Saturday
	Thursday	

5. The names of the months of the year should begin with capital letters.

January	May	September
February	June	October
March	July	November
April	August	December

6. The names of cities, states, and countries should begin with capital letters.

My brother lives in Chicago, Illinois.
My mother lives in Russia.
I have just come to the United States.
I shall stay in New York for a month.
Then I shall leave for Ohio.

EXERCISE

Put in the capitals:

1. i can't go to south america until march.
2. harry jones has a farm near columbus, ohio.

3. many people visit england, france, and italy in july and august.

4. last sunday I read a book written by mrs. john burton.

5. next sunday dr. frank harvey is coming to philadelphia.

6. sometime i should like to go to russia.

7. mr. w. r. warren returned to the united states in april.

8. much corn is raised in illinois, iowa, minnesota, and wisconsin.

9. we have classes every monday and tuesday during may and june.

10. when i was in the army i saw washington, new york, and boston.

To the Teacher:

I. Suggestion:

1. For further uses of capitals see Lessons 119 and 120.

LESSON 40

A AND *AN*

Use *an* before words that begin with *a*, *e*, *i*, *o*, or *u*; as, an *a*pple, an *e*gg, an *i*sland, an *o*range, an *u*mbrella.

EXERCISE

Put *a* or *an* before each of the following words:

understanding	envelope	answer	machine
building	light	room	inch
island	church	piano	ocean
undertaking	bottle	address	hill
elevator	school	coat	table
cloud	park	oak tree	train
ink-bottle	onion	ant	car
street	army	accident	uncle
car	dress	shoe	tree
window	chair	floor	hat
ugly man	orange	elbow	eye
Indian	overcoat	iron	desk
unhappy girl	house	eagle	baby

EXERCISE FOR TALKING

THE PUBLIC LIBRARY

9 A.M. to 9 P.M.	attendants
Sundays	desks
many rooms	help
newspaper room	library card
magazine room	two weeks
children's room	fine

TO THE TEACHER:

I. Purpose of the lesson:

1. To correct such errors as "a apple."

II. Suggestions:

1. Flash cards may be used to advantage in the drill for the use of *a* or *an*.
2. "The Public Library" is the first of a series of topics introduced to develop ability to talk on one subject. Suggestive words or phrases are given, around which sentences can be built.

LESSON 41

HOW TO SOUND *SH* AND *CH*

To pronounce *sh* place the teeth near together and, without the tip of the tongue's touching anywhere, force the breath over the tongue with the lips pushed forward.

shell	shave	rush	wish
shelf	shake	brush	dish
sheet	ship	hush	fish
sheep	shirt	crush	wash

To pronounce *ch* place the teeth near together as for *sh*. Flatten the tip of the tongue against the roof of the mouth just back of the teeth, and force the breath out *quickly* with a quick withdrawal of the tongue. The sound is like a sneeze.

chain	chair	match	rich
change	cheap	catch	touch
charge	cheek	patch	crutch
chart	cheese	arch	reach

EXERCISE

1. She washes the dishes with a brush.
2. The shadow of the ship was short.
3. The child reached for a match on the shelf.
4. She chose a cheap chain.
5. The child's crutch was an inch too short.
6. Will the bishop preach in the church?

To the Teacher:

I. Purpose of the lesson:

1. To correct a common error, the pronunciation of *ch* as *sh*, as *shair* for *chair*.

LESSON 42

SINGULAR AND PLURAL

EXERCISE

1. Pronounce — .

dress	box	peach	dish
dress*es*	box*es*	peach*es*	dish*es*

2. Add *es* to form the plural in the following words:

glass	watch	brush
boss	church	wish
address	bench	dish
bus	porch	bush

3. Pronounce the singular and plural of the above words.

4. How is the plural of the above words made?

5. Write the plural.

EXERCISE FOR TALKING

The Northmen

Over eight hundred years ago Eric the Red was sailing from Iceland to Greenland. He lost his way. Finally he came to land. He thought it was Greenland, but it was not. It was the coast of America. The Northmen made many voyages to America afterwards and took timber back to Iceland, but they did not settle in America.

Tell the story given above in your own words.

To the Teacher:

I. Suggestions:

1. This lesson will serve to carry over the drill on *sh* and *ch*.
2. The series of short stories of which "The Northmen" is the first can be used for oral or written work or dictation. At first it may be necessary for the teacher to ask questions similar to those asked about the stories in Lessons 28, 29, and 30.

LESSON 43

SINGULAR AND PLURAL

The plurals of the following words are irregular:

man	fireman	workman	policeman	woman
men	firemen	workmen	policemen	women

tooth	foot	goose	mouse	child
teeth	feet	geese	mice	children

Some words change *f* to *v* and add *es* for the plural. (If the singular ends in *e*, only *s* is added.)

half	wife
hal*ves*	wi*ves*

EXERCISE

Pronounce and write the plurals of the following:

thief	shelf	wolf	knife
calf	leaf	loaf	life

Pronounce the following:

self

sel*ves*

myself	yourself	himself, herself, itself
ourselves	yourselves	themselves

EXERCISE FOR TALKING

LETTERS

kinds of letters
- business
- friendly

writing paper

envelope

stamps
- one, if letter is light
- more, if letter is heavy

address

return address
- in upper left-hand corner

TO THE TEACHER:

I. Suggestion:

1. Pupils often find special difficulty in forming the plurals of words ending in *self*. Repeated drill should be given in these forms until the correct habits have become established.

LESSON 44

SINGULAR AND PLURAL

Some words that end in *y* change the *y* to *i* and add *es* to make the plural. (This is true when a consonant comes before *y*.)

baby	lady	country
bab*ies*	lad*ies*	countr*ies*

Many verbs that end in *y* change *y* to *i* before adding *es* or *ed*. (This is true when a consonant comes before *y*.)

EXERCISE

1. Write the plural of the following:

body	city	fly
copy	county	factory
family	strawberry	company
bakery	duty	penny

2. Write *he* with the present time of the following verbs; as, *try, he tries.*

3. Spell the past time of the following verbs; as, *try, tried.*

cry	carry	study
fry	marry	copy
reply	hurry	worry

EXERCISE FOR TALKING

Kit Carson

Kit Carson was a famous hunter. Once when he was shooting at a deer, two bears came up behind him. He did not have time to reload his gun; so he ran and climbed a tree. The bears ran after him and climbed the tree too. Kit Carson broke off a limb of the tree. He knew that he could not hurt a bear unless he struck it on the nose. As each one came up, he struck it on the nose with all his might. He did this many times. Finally the bears were tired out and walked away.

Tell this story in your own words.

LESSON 45

POSSESSIVES

A. J. Elsley

In the singular, to show ownership, add *'s*.

boy	girl	dog	pony
boy*'s*	girl*'s*	dog*'s*	pony*'s*

The first word shows the owner; *'s* is added to show this.

The second word shows the thing that is owned.

EXERCISE FOR TALKING

Discuss the picture, making use of the words in the two columns:

Owner	Thing Owned
boy's	cap
girl's	hair
dog's	head
pony's	mane

To the Teacher:

I. Purpose of the lesson:

1. To teach a point of idiomatic English

II. Suggestion:

1. With advanced pupils, the possessive plural may be considered.

LESSON 46

POSSESSIVES

EXERCISE 1

Answer the questions. Use the italicized expressions in the answers.

1. Is the *boy's cap* on his head?
2. Is the *boy's dog* at his feet?
3. Is the *boy's hand* on the rope?
4. Is the *boy's hair* short?
5. Is one *girl's hair* tied with a ribbon?
6. Is one *girl's hand* near the *pony's head?*
7. Is one *girl's cap* white?
8. Is the *girl's hand* on her *sister's arm?*
9. Is the *dog's head* turned toward the pony?
10. Is the *dog's tail* bushy?

Cover the sentences and talk about the picture, using the possessive.

EXERCISE 2

Put *'s* into the following expressions to show ownership.

Owner	Thing Owned	Owner	Thing Owned
man	coat	girl	gloves
boy	hat	Mary	pencil
woman	child	friend	home
wife	dress	pupil	book
child	hand	brother	business
dog	collar	daughter	umbrella

Give sentences using possessive words ending in *'s*.

EXERCISE FOR TALKING

John Smith and Pocahontas

John Smith came to America in 1607. He was a very brave man. Once he was caught by the Indians but he was not afraid. He showed them his compass. They liked it; so they did not kill him that day. A few days afterwards they were going to kill him. When the Indian chief raised his club to strike Smith, a little

Indian girl, Pocahontas, ran out. She put her arms around Smith's neck so that the chief would not strike him. In this way John Smith's life was saved.

To the Teacher:

I. Purpose of the lesson:

1. To teach a point of idiomatic English.

LESSON 47

HOW TO SOUND *WH*

For review, read Lesson 36 (the lesson on *w*).

Before pronouncing the *wh* sound, pronounce the following list in order to become familiar with the *h* sound. Take in a full breath and force it out in pronouncing *h*.

hand	hen	high	hold
had	held	hive	home
hard	head	him	hum
harp	help	hit	hunt

To pronounce *wh* push out the lips, making a small round hole, as for *w*. Draw in the breath and force it through the small opening thus made. Give the *h* sound first — *hw*. The position of the mouth is the same as for blowing something hot, like soup.

Pronounce —

why	which	whittle	who
white	whiff	whisper	whose
while	whim	whistle	meanwhile
wheel	whip	when	somewhat
wheat	what	where	somewhere

Read the following:

1. Why did you whisper?
2. Where was the man with the whip?
3. What was he whistling?
4. Who wants some wheat cakes?
5. What will he do with the white wheels?
6. He will put the whip and the whistle somewhere else.

To the Teacher:

I. Purpose of the lesson:

1. To correct a common error, the pronouncing of *w* for *wh*, as *wat* for *what*.

LESSON 48

WHO, *WHICH*, AND *THAT*

Who is used when talking about people.
Which is used when talking about things.
That is used for either people or things.

1. This is the *man who* made the garden.
2. These are the *vegetables which* he raised.
3. This is the *man that* made the garden.
4. These are the *vegetables that* he raised.

EXERCISE

A Garden

Fill the blanks with *who* or *which*.

1. Is this the man —— plowed the garden?
2. It was John's father —— made it.
3. Those are his brother's tools —— he is using.
4. That is a spade —— he has now.
5. It is my sister's son —— is picking the berries.

6. Here are some berry bushes —— are very large

7. Here are the lettuce seeds —— you wanted.

8. Was it John —— planted the potatoes?

9. Here are some tomatoes —— I raised.

10. That is my sister —— is watering the flowers.

11. That is the boy —— gave me an apple and an orange.

12. There is an orchard —— belongs to me.

13. Here is an apple —— came from the orchard.

14. Look for an onion —— is larger than that.

15. Call that boy —— just picked an ear of corn.

Read the sentences, using *that* instead of *who* or *which*.

Use *who* and *which* in sentences of your own. Begin the sentences with the following expressions:

This is	There is	Here is
That is	There are	Here are

To the Teacher:

I. Purpose of the lesson:

1. To develop a greater facility in the use of longer sentences, thus avoiding the constant use of such short sentences as, "Here are the boxes. They were lost."

II. Suggestion:

1. This lesson will serve to carry over the drills on *wh*, on *a* and *an*, and on the possessive of nouns.
2. Later it may be possible for the teacher to suggest the use of *that* with restrictive and *who* and *which* with nonrestrictive clauses. The subject is too complex to introduce in this lesson.

LESSON 49

SELF AND *SELVES*

I	myself	we	ourselves
you	yourself	you	yourselves
he	himself	they	themselves
she	herself	they	themselves
it	itself	they	themselves

I cut *myself.*
You can shave *yourself.*
The *man* burned *himself.*
We can help *ourselves.*
You men will hurt *yourselves.*
The *children* dressed *themselves.*
The *cat* fell but *it* did not hurt *itself.*

EXERCISE 1

Tell which of the words given above you would use in relation to the following; for example, *you*, *yourself.* Repeat the exercise till you are sure of the right word in each case.

you	he	a boy
the ladies	the rabbit	the soldiers
we	I	they
you girls	the workmen	the dog
a woman	the horse	the girls
it	she	you men
the animals	the conductor	Edith
James	you boys	the bird

EXERCISE 2

Fill the blanks with words ending in *self* or *selves*:

1. I shave ——.
2. I study by ——.
3. You burned ——.
4. The man shot ——.
5. The old man lived by ——.
6. He went by ——.
7. The girl talks to ——.
8. She poisoned ——.
9. The kitten plays by ——.
10. It warms —— by the fire.
11. We ate by ——.

12. John and I kept it for ——.
13. You boys will cut ——.
14. The women sat by ——.
15. The dogs helped — — to the meat.
16. They looked at ——.

Other verbs with which *self* or *selves* words can be used are —

hurt	hit
dress	help
injure	sing to

To the Teacher:

I. Purpose of the lesson:
   1. To develop a "feeling" (which has to be acquired) for the use of the reflexive.

II. Suggestions:
   1. Emphasize the fact that *they* and *themselves* can refer to men, women, children, animals, or things.
   2. Flash cards can be used to advantage with the first exercise.

LESSON 50

HOW TO SOUND *TH*

For review, read Lesson 24 (on *t* and *d*).

T

TH

Compare the position of the mouth in the two pictures given above. With the tip of the tongue caught tightly between the upper and lower teeth, force the breath through to pronounce *th*.

thin	theatre	path	tooth
thimble	three	hath	moth
thing	thorn	bath	fourth
thick	thief	death	month
think	thank	breath	truth

Use the same position for *th* in these words, but give it with a murmur in the throat.

them	these	father	either
then	those	mother	neither
this	they	other	wither
that	the	gather	within
than	there	weather	without

1. I *thought* you *taught* English.
2. I *think* I need a *thin* piece of *tin*.
3. Is it *true* that you *threw* the *thief* out of the house?
4. Every *day they* gathered together.
5. And *then* he went into the *den* of *those* animals.
6. *Their* keepers did not *dare* make *them* angry.

To the Teacher:

I. Purpose of the lesson:

1. To correct a common error, the pronunciation of *d* or *t* for *th*, as *dis* for *this*, and *tink* for *think*.

LESSON 51

THIS AND *THAT*

Use *this* when talking about something that is *near.*

Use *that* when talking about something *farther away.*

THIS		THAT	
near — here		farther away — there	
This girl	next to me	*That* girl	over there
	sitting here		across the street
	at this table		in the next room

This girl *next to me* is studying.

This child *sitting by me* has fallen asleep.

This woman *in front of me* is tall.

That house *in the next block* was built last summer.

That man *across the street* is blind.

That building *on the other side of the park* is on fire.

EXERCISE

Which of the following expressions show that something is *near?*

Which show that something is *farther away?*

in this house	over there in the corner
on my finger	on that desk
across the street	here by me
at this table	on the other side
in the next block	across the river
in the next house	in my hand
by this window	out there on the street

With which of the above expressions would you use *this?*

With which of the above expressions would you use *that?*

To the Teacher:

I. Suggestion:

1. This lesson will serve to carry over the drill on *th.*

LESSON 52

THIS AND *THESE; THAT* AND *THOSE*

EXERCISE 1

Choose between *this* and *that* for use in the following sentences:

1. —— chair *near me* broke down.
2. —— ring *on my finger* will come off easily.
3. —— coat *hanging over there* must belong to Jim.
4. —— letter *in my pocket* came to-day.
5. —— glove *over there on the floor* should be picked up.
6. —— automobile *down the street* ran into the street car.
7. —— book *which I have in my hand* may belong to him.
8. —— boy *with those men over there* couldn't find work.
9. —— newspaper *out in the kitchen* can be thrown away.

10. —— lesson *which I'm writing* won't take half an hour.

11. —— boy *across the aisle* won't study.

12. —— spot *on the suit I'm wearing* won't come off.

13. —— pen *I'm using* won't write.

14. —— door *down there at the end of the hall* can't be locked.

15. —— store *three blocks away* won't be open to-day.

EXERCISE 2

Read the sentences, using the plural.

near { this chair / these chairs } farther away { that coat / those coats }

EXERCISE FOR TALKING

The Titanic

The *Titanic* was a very large boat that was coming from England to America. It was a new boat. It was on its first trip, and there were many thousands of passengers on the ship. It was going very fast. It struck an iceberg. Some of the women were saved, but many

hundreds of men were drowned. The men were very brave and would not take the first seats in the little life boats. The men said, "Women and children first."

To the Teacher:

I. Suggestion:

1. This lesson will serve to carry over the drill on *th* and on contractions.

LESSON 53

MUCH AND *HOW MUCH*; *MANY* AND *HOW MANY*

Use *many* with anything that can be counted.

Use *much* with anything that can *not* be counted.

He has *many* books.
We have *many* friends.
He doesn't put *much* sugar in his coffee.
There wasn't *much* smoke from the fire.

EXERCISE

Marketing

Should you use *much* or *many* with the following?

apples	carrots	olive oil
eggs	milk	pepper
flour	oranges	watermelons
crackers	coffee	ears of corn

butter	cabbages	bottles of pickles
bananas	cream	jars of jelly
rice	vinegar	pounds of meat
onions	radishes	cans of corn
tomatoes	tea	packages of oat-meal
sugar	potatoes	
cookies	cheese	boxes of berries
cakes	lard	loaves of bread

EXERCISE FOR TALKING

Dramatize a scene in a grocery store with one of the pupils as clerk and one as customer. Following are a few suggestive expressions:

Who is next?
Have you any ——?
How much is (are) ——?
Would you like ——?
This is too ——
Have you anything ——?
I want —— eggs.
How much —— do you want?
How many —— do you want?
I don't want much ——.
I don't want many ——.

Read the words in the following list and use them in sentences:

A Grocery Store

grocery store	counter	eggs
grocer	wait on	fresh
sells groceries	scales	canned
spices	weigh	quart
crackers	vegetables	pound
butter	fruit	bushel
clerks	milk	dozen

To the Teacher:

I. Purpose of the lesson:

1. To correct such a common error as, "I haven't much friends here."

LESSON 54

COMPARISON OF WORDS

The Boy at the Right Is the Smallest of the Three

Use the first degree when speaking of *one* thing.

Use the second degree when speaking of *two* things.

Use the third degree when speaking of *three* or more things.

First Degree	Second Degree	Third Degree
wide	wider than	the widest of
small	smaller than	the smallest of
large	larger than	the largest of
high	higher than	the highest of
low	lower than	the lowest of

EXERCISE FOR TALKING

Look at the picture on page 16 and answer the following questions in complete sentences:

1. Is the fireplace *wider than* the window?
2. Is the room *wider than* the fireplace?
3. Which is *the widest of* the three?
4. Is the round rug *smaller than* the square rug?
5. Is the square rug *smaller than* the floor.
6. Which is *the smallest of* the three?
7. Is the clock *larger than* the candlestick?
8. Is the log *larger than* the clock?

9. Which is *the largest of* all?
10. Is the picture *higher than* the davenport?
11. Is the clock *higher than* the picture?
12. Which is *the highest of* all?
13. Is the chair *lower than* the table?
14. Is the table *lower than* the desk?
15. Which is *the lowest of* all?

Compare different objects in the schoolroom.

To the Teacher:

I. Purpose of the lesson:

1. To give drill in the use of the three degrees of comparison.
2. To correct a tendency to use *then* for *than* in the second degree of comparison and to omit *the* with the third degree.

LESSON 55

THEN AND *THAN*

For review, read Lesson 50 (on *th*).

Then means *at that time.* It is used to show time.

He worked until noon and *then* he went home.

Than is used when comparing two persons or two things.

man — boy. The man is *taller than* the boy.

EXERCISE

1. The axe is larger —— the hatchet.
2. He works harder —— his son.
3. Write this and —— take your seat.
4. The boy runs faster —— the girl.
5. I broke my saw and —— I bought another.
6. My knife is sharper —— your knife.

7. John served us and —— he served himself.

8. Many men are stronger —— you.

9. He broke his arm and —— he couldn't do much work.

10. He saved his money. —— he bought a car.

To the Teacher

I. Purpose of the lesson:

1. To give drill in the use of *then* and *than*.
2. To emphasize again the use of *than* with the second degree of comparison.

LESSON 56

VERY AND *TOO*

For review, read Lesson 36.

VERY	TOO
very large	too large
very late	too late

1. I got there *very* late, but the train had not gone.

2. I got there *too* late, for the train had already gone.

3. This box is *very* large, but I can use it.

4. This box is *too* large. I can not get it through the door.

EXERCISE

Choose the better word to use in these sentences. In some of the sentences either word would do, but one is better than the other.

1. He gave away his hat because it was (very, too) small.

2. That lesson is (very, too) hard, but I can get it.

3. I am (very, too) sick now, but I shall be well in a few weeks.

4. I can not wear this ring because it is (very, too) small.

5. This ring is (very, too) small, but I can wear it.

6. I can't keep up with you because you're walking (very, too) fast.

7. I can't use that nail. It is (very, too) short.

8. Mrs. Black is (very, too) poor, but she pays her debts.

9. We got there (very, too) late. The seats were all taken.

Use in sentences —

very large	very small	too late
very late	too large	too small

To the Teacher:

I. Purpose of the lesson:

1. To break the peculiarly tenacious habit of using *too* when *very* is meant.

LESSON 57

SOME DIFFICULT PHRASES

The following phrases give peculiar difficulty and require practice in oral and written work.

very good	as many as
a very good	as much as
	as good as
very large	as long as
a very large	as soon as

EXERCISE

Read the following:

1. I have just read Steve's book.
   It is very good.
   It is *a* very good *book.*
2. We saw his father's home.
   It is very large.
   It is *a* very large *house.*
3. Your friend is very pretty.
4. She is *a* very pretty *girl.*

5. He is very fine.

6. He is *a* very fine *man.*

7. He came home *as soon as* possible.

8. Bring me the money *as soon as* you can.

9. My brother went to see him *as soon as* he could.

10. My bread is *as good as* my mother's bread.

11. His work is *as good as* mine.

12. He will take *as many as* the automobile will hold.

13. Get *as many* books *as* you can.

14. Bring *as many* chairs *as* you can carry.

15. The man next door owns *as much* land *as* you do.

16. The man next door owns *as much as* you do.

17. This table is *as long as* the one over there.

18. This building is *as high as* the one across the street.

19. He plays the violin *as well as* his brother does.

20. She cooks *as well as* her mother does.

FOR FURTHER DRILL

See Lessons 107 and 108 for other idiomatic expressions.

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as: "This very good book." "He will go soon as he can."

II. Suggestion:

1. Emphasize *as soon as.*

LESSON 58

ADJECTIVES AND ADVERBS

In the first column the words answer the question "what?" In the second column, the words answer the question "how?"

WHAT	How
soft	softly
slow	slowly
bright	brightly
careful	carefully
smooth	smoothly

1. The apple is *soft.*
   The apple is *what? Soft.*
2. The girl sang *softly.*
   The girl sang *how?*
   or
   How did the girl sing? *Softly.*
3. The sun is *bright.*
   The sun is *what? Bright.*

4. The sun shines *brightly.*
   The sun shines *how?* *Brightly.*
5. The clock is *slow.*
   The clock is *what?* *Slow.*
6. The old man walked *slowly.*
   How did the old man walk? *Slowly.*

EXERCISE

1. Give sentences using *is*, *are*, *was*, or *were* with words in the first column on page 149.

2. Give sentences using *sang*, *worked*, *ran*, *drove* (or other verbs showing action) with words in the second column on page 149.

EXERCISE FOR TALKING

Look at the picture of the lighthouse. Then use the following expressions in talking about a lighthouse:

A Lighthouse

protects ships	powerful light
saves lives	turns around
points out rocks	sailors
dangerous places	flashes of light

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coast	distance
tower	lighthouse keeper
top	stormy nights

To the Teacher:

I. Purpose of the lesson:

1. To correct such an error as, "He does the work slow."

LESSON 59

GOOD AND *WELL*

Good answers the question "What?" or "What kind of ——?"

Well usually answers the question "How?"

1. The meat is *good.*
   The meat is *what?* *Good.*
2. This is *good* meat.
   This is *what* kind of meat? *Good.*
3. This pencil writes *well.*
   This pencil writes *how?* *Well.*

EXERCISE

Fill the blanks with *good* or *well:*

1. I am learning to speak English ——.
2. These English books are ——.
3. The engine in this car runs ——.
4. Don't you think he sings ——?
5. How are you? Quite ——, thank you.
6. His work is very —— most of the time.

7. I can not see —— at night.
8. I read that story but it wasn't very ——.
9. The soldiers in the parade marched ——.
10. That Victrola record is not very ——.
11. You can do the work —— if you try.
12. This fresh air is very —— for you.
13. He has gotten along —— in business.
14. He has always been —— to his mother.
15. The game was —— and you played ——.

To the Teacher:

I. Purpose of the lesson:

1. To correct such mistakes as "She sings good."

LESSON 60

PREPOSITIONS AND DOUBLE OBJECTS

For review, read Lesson 15.

EXERCISE 1

Use these expressions in sentences:

to Mary and *her*
for you and *me*
with John and *him*
from Mr. Allen and *us*
between my cousin and *me*
near your sister and *him*
to him and *her*
for her and *me*
with him and *me*
from them and *me*
between him and *me*
near her and *us*

EXERCISE 2

Fill the blanks with *me*, *him*, *us*, *them*.

for the man and ——
from James and ——
to the child and ——

by the workman and ——
with you and ——
near the boys and ——
between you and ——

In the following expressions fill at least one of the two blanks with *me*, *him*, *her*, *us*, *them*.

for —— and ——
from —— and ——
to —— and ——
by —— and ——
with —— and ——
near —— and ——
between —— and ——

Use the above expressions in sentences.

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "for him and I."

II. Suggestion:

1. In this exercise double objects are used with the prepositions, as mistakes are seldom made when there is a single object.

LESSON 61

HOW TO SOUND *IN* AND *ING*

IN

ING

Notice the position of the mouth in the pictures given above. In pronouncing the following lists notice the position of your tongue at the *close* of every word.

With *in* the tongue will be back of the upper teeth against the roof of the mouth.

With *ing* the tongue will be against the lower teeth.

in	spelling	coming
pin	selling	going
tin	mending	stocking
din	thinking	eating
within	sinking	sleeping

1. The people in the room were eating and dancing and singing.

2. We were thinking of moving and selling our house.

3. Even the Indians who lived inland loved hunting and fishing.

4. I am learning writing, spelling, and reading in school.

5. They informed me that he was injured by jumping on a moving train.

EXERCISE FOR TALKING

COAL

mines	cars	small cars
deep	lamps	loaded
below	caps	brought
surface	dig	top
earth	picks	hard coal
miners	axes	soft coal
lowered	drills	

TO THE TEACHER:

I. Purpose of the lesson:

1. To correct a common error, the pronunciation of *in* for *ing*, as *comin'* for *coming*.

LESSON 62

SPELLING LESSON (WORDS IN *ING*)

1. Verbs that end in *e* drop the *e* before adding *ing*.

come coming

Add *ing* to the following:

dance	hide	come
drive	write	leave
love	smoke	strike
move	make	bite
ride	use	give

2. The verbs in the list below double the last letter before adding *ing*. (Notice that the next to the last letter is a vowel — *a*, *e*, *i*, *o*, or *u*.)

run running

Add *ing* to the following:

plan	sit	rap
fan	get	step
run	cut	whip

pin	shut	stop
swim	put	chop

3. Verbs ending in *y* do *not* change before adding *ing*.

study*y* study*ing*

Add *ing* to the following:

study	hurry	copy
try	marry	worry
cry	reply	pray

EXERCISE

After studying the spelling of all of the above verbs, write the *ing* form of the following without looking at the book:

dance	run	write	love
plan	marry	make	step
study	smoke	stop	carry
hurry	try	pray	sit
come	swim	drive	cry

TO THE TEACHER:

I. Suggestions:

1. This lesson will serve to carry over the drill on *ing*.
2. The third drill should be particularly helpful wherever there is a tendency to drop the *y* before *ing*.

LESSON 63

THE VERB WITH *TO*

The present of the verb, not the past, is used after *to.*

to have	to use	to find
to go	to get	to sit
to fix	to start	to eat
to take	to leave	to land
to build	to buy	to stay

EXERCISE 1

A Picnic

Answer the questions:

1. Do you want *to have* a picnic?
2. Would you like *to go* to the park?
3. Will Edith have *to fix* a lunch?
4. Do we have *to take* the street cars to the ferry?
5. Are they going *to build* a bridge over the river soon?

6. Do we have *to use* the ferry to get to the park?
7. Shall we try *to get* the next boat?
8. Is it going *to start* soon?
9. Are we all ready *to leave?*
10. Do you want *to buy* all the tickets?
11. Is it sometimes hard *to find* seats?
12. Where are we going *to land?*

EXERCISE 2

Finish the following sentences:

1. Do you want to
2. Does he have to
3. We will try to
4. They know how to
5. I am going to
6. We ought to
7. They would be glad to
8. He wishes to
9. It is time to
10. It is hard to

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "Yesterday I wanted to went to a picnic."

II. Suggestion:

1. Unless the class is somewnat advanced it is not worth while to teach the term *infinitive* with this lesson.

LESSON 64

COULD

Use the present of the verb with *could*, not the past.

could read	could swim
could come	could learn

1. I thought I *could come.*
2. I knew you *could learn* quickly.
3. John said he *could move* the table.
4. I thought that they *could read.*
5. We heard that he *could swim.*

When the past is used in the first part of a sentence, *could* (not *can*) is used in the second part.

In each of the above sentences pick out the verb in the first part and tell what time it shows.

Change each of the above sentences to present time; as, *I think I can come.*

EXERCISE

In each of these sentences pick out the verb in the last part and tell what time it shows.

1. Mr. Anderson *could get* work if he came here.
2. He *could save* money if the children went to work.
3. He *could buy* a house if he saved his money.
4. His wife *could work* harder if she had better health.
5. She *could do* the buying if she spoke English.
6. She *could learn* English if she had time.
7. Their son *could go* to school if he wanted to.
8. He *could learn* a trade if he went to school.

When *could* is used in the first part of a sentence, the *past* is used in the second part.

FOR REVIEW

Change the eight sentences on page 163 to questions.

1. Begin each question with *could.*
2. Otherwise leave the order of words as it is.
3. Put a question mark at the end, if you write.

Repeat, beginning the questions with *couldn't.*

FOR FURTHER DRILL

In Exercise I of every lesson in Section III (pages 217–246), change sentence 9 to a question beginning with *could* or *couldn't.*

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as: "He said he can go." "He said he could went." "He could do it if he tries."

LESSON 65

WOULD

Use the *present* of the verb with *would*, not the past.

would stay	would catch
would pay	would help

1. George said he *would stay.*
2. I thought I *would catch* some fish.
3. We knew you *would help* us.
4. She promised she *would pay* the bill.
5. John told me he *would rent* this house.

When the *past* is used in the first part of a sentence, *would* (not *will*) is used in the second part.

In each of the above sentences pick out the verb in the first part and tell what time it shows.

Change each of the above sentences to present time; as, *George says he will stay.*

Everyday Truths

1. People *would live* longer if they worried less.
2. People *would have* better health if they were outdoors more.
3. People *would have* better health if they ate more vegetables.
4. People *would feel* better if they took exercises every day.
5. People *would be* stronger if they walked more.
6. People *would sleep* better if they kept the windows open.
7. People *would feel* better if they took cold baths every morning.
8. People would enjoy life better if they read more.

In each of these eight sentences above pick out the verb in the last part and tell what time it shows.

When *would* is used in the first part of a sentence, the past is used in the second part.

FOR REVIEW

Change the eight sentences on page 166 to questions.

1. Begin each question with *would.*
2. Otherwise leave the order of words as it is.
3. Put a question mark at the end, if you write.

Repeat, beginning the questions with *wouldn't.*

FOR FURTHER DRILL

In Exercise I of every lesson in Section III, change sentence 11 to a question beginning with *would* or *wouldn't.*

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "He promised he will go."

LESSON 66

PERFECT TIME OF VERBS

The *perfect* is the form of the verb used with *have* or *has.*

have stolen	have taken	have eaten
have spoken	have fallen	have worn

One Use of the Perfect

The perfect time shows that something happened in the past and is completed now, but we are not told when it happened.

1. The carpenter *has fallen.*
2. She *has sold* her furniture.
3. I *have* already *eaten* my dinner.
4. He *has made* the box for me.
5. We *have* already *finished* our work.

EXERCISE

Give sentences in the perfect time, telling about something that was done in the past, but do *not* tell *when* it was done.

have stolen	has finished
have cleaned	has bought
have paid	has started

To the Teacher:

I. Purpose of the lesson:

1. To develop a "feeling" for the use of the perfect tense.
2. To correct such errors as "He has gone there in January."

II. Suggestion:

1. Emphasize the use of *already* with the perfect tense in order to correct the tendency to say, "He did it already."

LESSON 67

PAST AND PERFECT TIME OF VERBS

Past	Perfect
took	have taken
went	have gone
came	have come
fell	have fallen
stole	have stolen
ate	have eaten
was	have been
spoke	have spoken
wore	have worn
gave	have given

Both the *past* time and the *perfect* time show that something happened in the past.

Sometimes the *past* time sentence tells *exactly when it happened.*

The *perfect* time sentence *never* tells exactly when it happened.

Past. The children *went* to Chicago *last week.*

Perfect. The children *have gone* to Chicago.

EXERCISE

Change the following sentences to *perfect time;* that is, (1) change the verb to perfect time; (2) omit the expression showing exactly when it happened.

1. An ambulance *took* him away *at ten o'clock.*
2. An army *went* through this city *in 1918.*
3. An Indian girl *came* here to school *last year.*
4. An airplane *fell* into the river *last summer.*
5. The thieves *stole* my rings *night before last.*
6. The wolves *ate* the dead animals *last winter.*
7. The calves *were* in the pasture *yesterday afternoon.*
8. Their wives *spoke* about voting *yesterday.*
9. The ladies *wore* their new dresses *on Easter.*
10. Many countries *gave* help to the starving Russians *in 1920.*

EXERCISE FOR TALKING

DIRECTIONS

four
north
south
east
sun rises
west
sun sets

telling directions
sailors
ships
compass
needle
North Star
clear night
stars shining

TO THE TEACHER:

I. Suggestion:

1. This lesson will serve to carry over the drills on *a* and *an*, on irregular plurals, and on the sound of *w* and *v*.

LESSON 68

PERFECT TIME OF VERBS (FURTHER DRILL)

State the time of the following verbs:

have written	have sung	have done
have gone	have seen	have broken

A Second Use of the Perfect Time

The perfect time may show "repeated action," which means that a thing is done *often, many times, again and again, over and over.*

1. We *have visited* him *often.*
2. I *have been* at her home *many times.*
3. The children *have gone* to the park *several times.*
4. His brother *has sung* in the theatre *three or four times.*
5. I *have asked* her for the money *again and again.*

EXERCISE

Give sentences using the perfect form of the verbs on page 173. Use one of the following expressions:

often	again and again
many times	four or five times
several times	every night for a week
a few times	over and over

FOR FURTHER DRILL

See Lessons 110 and 111.

To the Teacher:

I. Purpose of the lesson:

1. To develop a feeling for the use of the perfect.

LESSON 69

PAST AND PERFECT TIME OF VERBS (FURTHER DRILL)

Past	Perfect	Past	Perfect
went	have gone	saw	have seen
sang	have sung	wrote	have written
rang	have rung	forgot	have forgotten
drank	have drunk	broke	have broken
did	have done	gave	have given

EXERCISE

Change the verbs in the following sentences to *perfect time:*

In each case give two sentences showing the two uses of the perfect (see Lessons 66 and 68).

I *went* to Chicago *last year.* (past)

I *have gone* to Chicago. (first use of the perfect)

I *have gone* to Chicago *many times.* (second use of the perfect)

Follow these directions: (1) Change the verb to the perfect time. (2) Omit the expression showing the exact time. (3) In the second use of the perfect, add an expression showing repeated action; such as, *often, many times, several times, a few times, again and again.*

1. He *went* to Milwaukee *Sunday.*
2. The tenor *sang* those beautiful songs *last night.*
3. They *rang* the bell for dinner *a few minutes ago.*
4. We *drank* that kind of coffee *Saturday night.*
5. I *did* that kind of work *two weeks ago.*
6. I *saw* my friend in St. Louis in *August.*
7. You *wrote* that exercise *yesterday.*
8. My boss *forgot* my name *this morning.*
9. That careless boy *broke* his arm *the day before yesterday.*
10. John *gave* his brother some money *last pay day.*

LESSON 70

HOW TO SOUND *J* AND *Y*

J

Y

For review, read Lesson 41 (on *ch*).

Before pronouncing each word in the following lists be sure that your mouth is in the correct position, as shown in the picture for that sound.

For *j* place the mouth in the position to pronounce *ch* (Lesson 41). But in pronouncing *j*, if you place your finger on your throat, you will notice a movement of the vocal cords that you do not feel in pronouncing *ch*.

Joe	John	joy	Jane
June	jolly	join	jail

Julia	jog	jet	judge
junior	jot	jelly	jump
juicy	job	jest	just

For *y* separate the lips and teeth as in the picture, and arch the tongue in the center. Let the sound out over the tongue.

yet	ye	you
yell	yeast	youth
yellow	yield	yard
yesterday	year	yarn

EXERCISE

Read these sentences:

1. The dog just jumped over your box, John.
2. James Jones, Junior, took many journeys.
3. Jane jumped and just reached the jar of jam.
4. That youth has just fixed the yard for this year.
5. The jolly youth joined us in the yard.

To the Teacher:

I. Purpose of the lesson:

1. To correct a common error, the pronunciation of *y* for *j*, as *yust* for *just*.

LESSON 71

DOES, *DO*, AND *DID*

Use the present time of the verb with *does*, *do*, or *did*.

Does the man *know* you?
Do the men *know* you?
Did the men *know* you?

EXERCISE 1

OUTINGS

Fill the blanks with *does* or *do:*

1. —— you live near a park?
2. —— you go to the park often?
3. —— your cousin go with you?
4. —— you go there on Sundays?
5. —— you go there evenings after work?
6. —— the band give concerts there in the evening?
7. —— they have tennis courts in the park?
8. —— your brother play tennis there?
9. —— he play golf there too?

10. —— they have a refreshment building there?

11. —— your sister put up a lunch for you?

12. —— you buy coffee at the refreshment building?

13. —— they sell ice cream cones?

14. —— your friend go rowing there often?

15. —— he rent a row boat?

16. —— you take long boat trips in the summer?

17. —— they have music on the boat?

18. —— they dance on the boat?

19. —— you have a vacation every year?

20. —— the other men have vacations?

EXERCISE 2

1. Review Lesson 34.

2. Read the questions above in the *past time.*

3. Answer the questions above in the past time. Give two answers to each, beginning one with *yes* and the other with *no.*

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "Did you went there?"

LESSON 72

QUESTIONS USING *DOES*, *DO*, AND *DID*

EXERCISE 1

Read across:

Question Word	*Subject*	*Present Form*	
Does	he	need	any help?
Do	you	want	this book?
Did	they	get	their money?

Finish the following questions:

Does	he		
Do	you		
Did	they		

EXERCISE 2

Read across:

Does	the man	help	you every day?
Do	the boys	come	here often?
Did	the train	get	there on time?

Finish the following questions:

Does	the woman		
Do	the girls		
Did	the dog		

To the Teacher:

I. Purpose of the lesson:

1. This and other lessons on questions are presented to help the pupil to learn the correct wording of questions — one of the greatest difficulties encountered in the learning of English.

II. Suggestions:

1. In wording questions, pupils are found to have difficulty in (*a*) the order of words, (*b*) the tense of the verb, (*c*) the use of auxiliaries (the tendency is to omit auxiliaries), and (*d*) in understanding the meaning of words used to begin questions; as *why*, *how*, etc. The following are a few typical mistakes that are made in asking questions: (*a*) What for you do it? (*b*) Since when you come? (*c*) How long you stay? (*d*) Why did he do that for?

2. The tense of the verb and the order of words in questions sometimes seem to be more easily learned if pronouns are used at first as subjects.

3. After the lessons on questions have been studied, a review can be given to the more advanced students by having them change the statements to questions in Lessons 22, 29, and 32 and in the reviews on *Clothes* and *Marketing*, on pages 95–96.

LESSON 73

QUESTIONS WITH *WHAT* AND *WHEN*

For review, read Lesson 47 (on *wh*).

EXERCISE 1

WHAT DOES WHAT DO WHAT DID

Read the following across:

Question Words	*Subject*	*Present Form*	
What does	she	want	to do to-day?
What do	these books	cost?	
What did	he	say	to you?

Finish the following questions:

What does	your friend		
What do	they		
What did	the men		

EXERCISE 2

WHEN DOES WHEN DO WHEN DID

Read the following across:

When does	your train	leave	the city?
When do	the men	start	their work?
When did	he	see	the doctor?

Finish the following questions:

When does	John		
When do	your sons		
When did	you		

To the Teacher:

I. Purpose of the lesson:

1. To correct such errors as "What this word mean?" "What she want?" "Since when he went home?"

LESSON 74

QUESTIONS WITH *WHY*

For review, read Lesson 47.

Why means *for what reason.*

EXERCISE 1

WHY DOES WHY DO WHY DID

Read across:

Question Words	*Subject*	*Present Form*	
Why does	John	save	his money?
Why do	the men	learn	English?
Why did	he	leave	his home?

Finish the following questions:

Why does	the teacher		
Why do	the boys		
Why did	your wife		
Why does	his sister		
Why did	the doctor		

EXERCISE 2

WHY DOESN'T WHY DON'T WHY DIDN'T

Read across:

Why doesn't	John	go	to New York?
Why don't	they	get	some new tools?
Why didn't	the girl	sing	last night?

Finish the following questions:

Why doesn't	that man		
Why don't	you		
Why didn't	she		

Read Lesson 71, with *doesn't, don't, didn't.*

TO THE TEACHER:

I. Purpose of the lesson:

1. To give drill on the use of *why* in questions and upon contractions.

LESSON 75

QUESTIONS AND CONTRACTIONS

Use the present time with *can, could,* and *would.*

EXERCISE 1

Read across:

Question Words	*Subject*	*Present Form*	
Can	you	spell	these words?
Could	you	finish	it to-night?
Would	you	like	to go?

Read the above with *can't, couldn't,* and *wouldn't.*

Finish the following questions:

Can			
Could			
Would			
Can't			
Couldn't			
Wouldn't			

EXERCISE 2

Read across:

What can	I	say	to him?
When can	the men	go?	
Where can	they	take	him?
Why can't	you	come	to New York?

Finish the following questions:

What can			
When can			
Where can			
Why can't			

To the Teacher:

I. Purpose of the lesson:

1. To give drill on contractions.

LESSON 76

QUESTIONS WITH *IS, ARE, WAS,* AND *WERE*

For review, study Lessons 8, 9, and 61.

EXERCISE 1

Read across:

Is	your brother	work*ing*	at Morgan's?
Are	all the men	go*ing*	down town?
Was	his father	learn*ing*	a new trade?
Were	the men	clean*ing*	the machines?

Read with *isn't, aren't, wasn't, weren't.*

Finish the following questions:

Is			
Are			
Was			
Were			
Isn't			
Aren't			
Wasn't			
Weren't			

EXERCISE 2

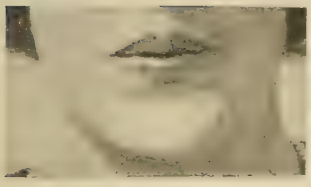
Read across:

What is	the man	do*ing*?	
Where is	he	go*ing*?	
When is	he	com*ing*	here?
Why isn't	he	work*ing*?	

Read the above questions with *are*, *was*, and *were*, making the subject plural when that is necessary.

LESSON 77

HOW TO SOUND *R*



First Position

Second Position

For review, read Lesson 36 (on *w*).

To pronounce *r* put the tongue back of the upper teeth near the roof of the mouth. As you breathe out, the tip of the tongue swings from this position to a position back of the lower teeth. If the finger is pressed on the throat, a slight movement of the vocal cords can be felt. (This is more noticeable when *r* is the first letter of a word.)

In order to avoid the mistake of pronouncing *r* as *w*, notice carefully the position of the mouth in the two pictures. (For *w* position, see page 85.)

EXERCISE 1

Pronounce —

rain	row	ride	Harry
ray	rope	ripe	berry
race	roll	rest	worry
rake	road	perish	hurry
rate	rose	very	sorry

EXERCISE 2

Read these sentences:

1. They read the rest of the story in a hurry.
2. The rat ran round the red barn.
3. The rest of the raspberries were very ripe.
4. The rain ran off the red roof.
5. Her hair was wound round her head.

EXERCISE FOR TALKING

The Post Office

letters	mail boxes
postal cards	corners
magazines	mailmen
packages	collect

parcel
lost
insure
letters
special delivery
hurry
stamp
messenger
deliver
registered
register
stamp
safely

To the Teacher:

I. Purpose of the lesson:

1. To correct two common errors, the mispronunciation of *r*, and the pronunciation of *w* for *r*, as *west* for *rest*

LESSON 78

HOW TO SOUND *ER* AND *U*

Pronounce —

letter	longer	father
water	shorter	mother
butter	higher	brother
winter	larger	sister

Notice how you pronounced *er* in the words above.

In each of the following words there is exactly the same sound.

Pronounce —

earn	fur	dirt	girl
learn	stir	hurt	pearl
burn	her	shirt	hurl
firm	bird	work	curl
term	third	clerk	furl

Read —

1. He was hurt when the boiler burst.
2. I heard the first and third concert.

3. The clerk earned good wages with that firm.

4. He served a long term for stealing the furs.

5. No, sir, work never hurts any one.

U in the Middle of Words

In the following words pronounce *u* as *you;* for example, the first word is pronounced *mon-(you)ment.*

monument	amusement	cute
valuable	January	occupy
usual	accumulate	peculiar
ambulance	regulate	tuberculosis
manufacture	community	recuperate
population	human	secure
education	use	particular

To the Teacher:

I. Purpose of the lesson:

1. To correct a common error, the mispronunciation of the sound of *ẽr* as in *her.*
2. To correct the pronunciation of *u* as *oo* in the middle of a word, as *particoolar.*

REVIEW EXERCISES

I. REVIEW OF LESSONS 39, 45, AND 46

Rewrite the following:

1. Put in the capitals.

2. Put in the apostrophe (') to show possession.

i left athens, greece in june 1913. i came by boat to new york. my brothers son came with me. he was sick on the boat and i took him to see dr. frank burton. dr. burton was the captains doctor. we arrived in new york on saturday and stayed there over sunday at my cousins house. my nephew remained with my cousin and my cousins wife. thursday i left new york and went to cleveland, ohio. i visited an old friend, james petrawski. in august i got work on a friends farm in illinois near chicago. later i worked in an uncles store. since then i have lived in many parts of the united states and canada.

II. REVIEW OF LESSONS 42, 43, AND 44

Spell the plural of the following:

dress	woman	wife	lady
box	child	knife	baby
dish	tooth	leaf	city
church	mouse	thief	country

III. REVIEW OF LESSON 40

Put *a* or *an* before the following:

airship	oven	glove
river	rug	hill
engine	uncle	iceberg
inch	noise	election
pain	address	car
lamp	ocean	undertaking

IV. REVIEW OF LESSONS 32, 33, 37, 38, AND 49

Fill the blanks with *myself, yourself, himself, herself, itself, ourselves, yourselves,* or *themselves.*

1. Is the bird singing to ——?
2. Have you cut ——?
3. Can the crippled girl help ——?
4. Will you keep that money for ——?

5. Does the squirrel get nuts for ——?
6. Did he blame —— for the accident?
7. Do we need money for ——?
8. Can the little girl dress ——?
9. Does the woman come by ——?
10. Do you men shave ——?
11. Did the fireman injure ——?
12. Did the firemen injure ——?
13. Has the policeman shot ——?
14. Have the policemen shot ——?
15. Will the child cut ——?
16. Will the children cut ——?

Answer the questions, using *not* in the answer.

Read the questions, using contractions, *isn't, haven't,* etc.

V. REVIEW OF LESSONS 51 AND 52

Should you use *this, that, these,* or *those* in speaking of the places mentioned below?

the city where you are living —— city
London —— city
the United States —— country

Sweden	—— country
the cities in your state	—— cities
Paris and Berlin	—— cities
the United States and Canada	—— countries
England and France	—— countries

VI. REVIEW OF LESSONS 51, 52, 54, AND 55

Give the three degrees of the following:

fast	sick	late	thick
slow	sweet	bright	strong
hard	young	short	clean
old	rich	clear	deep
soon	cheap	long	cold

John is small.

John is small*er than* Henry.

John is *the* small*est of* the five boys.

Fill the blanks in sentences 1–15. (If *two* things are compared, use the *second* degree. If *three or more* things are compared, use the *third* degree. Do not forget *the* with the third degree.)

1. A baseball is hard —— a rubber ball.

2. John Smith is —— young —— the three brothers.

3. The sun is bright —— the moon.

4. An ocean is deep —— a lake.

5. This town is —— clean —— the towns I have seen.

6. A mud road is soft —— a pavement.

7. This horse runs fast —— that horse.

8. His knife is —— sharp —— all his tools.

9. Mary is late —— Jane.

10. My cap is cheap —— my hat.

11. The football player is —— strong —— the six boys.

12. That room is —— dark —— all the rooms.

13. This church near us is large —— that church down town.

14. This woman near me is old —— that woman across the street.

15. This screw is —— short —— all the screws in the box.

VII. REVIEW OF LESSON 48

Read the following, choosing the correct word from those in parentheses.

A Strange Procession

Once during the Civil War there was a funeral procession (who, which) started to go from the North into the South. First went the hearse (who, which) was supposed to carry the coffin of the man (who, which) had died. Then followed a long row of carriages (who, which) carried many people (who, which) were supposed to be the friends. They passed a guard (who, which) said, "Halt." He ordered them to take out the coffin (who, which) he asked them to open. It was filled with guns (who, which) they were taking to the southern army.

VIII. REVIEW OF LESSONS 53, 56, 57, 58, AND 59

Elizabeth Zane

In times of war (much, many) people besides soldiers are (brave, bravely). During the Revolutionary War, the Indians attacked (very small, a very small) fort. There were forty-two men in the fort. They fought (good, well), but thirty of them were killed. After a while there was not (much, many) powder left. If they stopped fighting it meant death to every one in the fort.

The captain said, "There is some powder in a powder house sixty yards away from here."

Elizabeth Zane stepped forward. She was just (young, a young) girl, but she was (very, too) brave. "Not one of the men can go," she said. "I will get the powder."

"But you will be killed," cried the men. (Soon as, As soon as) they said this, she thought a minute and then answered (slow, slowly), "I shall be killed if we give up."

Then they opened the door (quick, quickly) and she went out. She ran (swift, swiftly) towards the powder house. (Much, Many) of the Indians stopped and looked at her. They did not understand what she was doing. (Soon as, As soon as) she started back with the powder, they understood. They shot (much, many) arrows but not one hit her. And so this (very, too) small fort was saved.

IX. REVIEW OF LESSONS 71, 72, 73, 74, 75, AND 76

Ask questions beginning with —

What are	What does	What time does
Where were	Why do	When did

Why does	Where has	Where will
Where do	Why did	Why couldn't
What have	What did	When can
Why isn't	Why haven't	Why can't

X. REVIEW OF LESSONS 66, 67, 68, AND 69

fall	go	break
run	sing	speak
eat	do	come
drink	see	give
take	write	wear

1. Give the *past* and the *perfect* of the above verbs. (Always say *have* or *has* with the perfect.)

2. With the *past* or *perfect* of the verbs given above, use the following words and phrases in sentences. Remember *not* to use the *perfect* with any expression that shows a definite time in the past.

many times	a week ago
yesterday	again and again
night before last	last summer
over and over	two years ago

three or four times	a few times
in 1918	every month for a year
often	day before yesterday
last year	several times

XI. REVIEW OF LESSONS 8, 27, 62, 63, 64, 65, 66, 67, 68, AND 69

Review of Auxiliaries

with "ing"	*with the present*	*with the perfect*
am going	to go	have gone
is going	could go	has gone
are going	would go	had gone
was going	do go	
were going	does go	
	did go	
	will go	

Use the correct form of the verb in the following sentences. Spell the words you put in.

1. Fred wants *to* —— these addresses. (copy)
2. *Could* you —— these watches? (clean)
3. Mary *is* —— the dishes. (carry)
4. *Would* the carpenter —— some benches? (make)

5. We *have* —— several churches. (see)
6. All the class *are* —— this lesson. (study)
7. Her mother had *to* —— her bills. (pay)
8. We tried *to* —— the lock. (break)
9. *Have* you —— it yet? (break)
10. I *am* —— to earn a living. (try)
11. *Do* the men —— in the elevator? (smoke)
12. My sisters *are* —— on the porch. (sit)
13. *Did* the building —— during the night? (burn)
14. The policeman *has* —— the robber. (shoot)
15. *Was* he —— a screw? (make)
16. *Does* the bright light —— your eyes? (hurt)
17. *Were* they —— cigarettes? (smoke)
18. The dentist *is* —— to fill my teeth. (go)
19. Their nephews *have* —— to visit them. (go)
20. Bert *did* not —— my sister. (marry)
21. John's sister *will* —— to-morrow. (move)
22. *Have* they —— the office yet? (leave)
23. The factory *is* —— at night. (run)

24. Be careful or you *will* —— your ticket. (lose)

25. I *have* —— a chicken coop. (build)

XII. REVIEW (EXERCISE FOR TALKING)

Rosenthal © Toni Landau Co.

In the following reviews complete the sentences about the picture.

1. *There is and There are*

There is —— There are ——
There is —— There are ——
There is —— There are ——

2. *Have and Has*

1. The young man ——
2. The old man ——
3. The little girl ——
4. The women ——
5. The children ——

3. *Prepositions*

in his hand	under the piano
near the piano	behind the man
over the piano	in front of the lady
on the wall	against the wall

4. *Possessive Forms of Pronouns*

his violin	its tail
her finger	his hair
its foot	their music lesson
their children	her doll

5. *Is and Are with the Verb Form in -ing.*

is sitting	are singing
is watching	are playing
is holding	are listening
is pointing	are standing

6. *Comparison*

1. The young man is tall ——.
2. The little girl is short ——.
3. The boy with the music is small ——.
4. The piano stool is low ——.
5. The little girl is —— young —— the family.
6. The man at the piano is —— old —— all.

7. *Possessive Forms of Nouns*

1. The —— violin is resting on his shoulder.
2. The —— son is learning to read music.
3. The ~~girl~~ hair is curly.
4. The —— cat is watching the ball.
5. The —— finger is pointing to the music.
6. The —— hands are folded.

SECTION III

Irregular Verbs and Their Uses

LIST OF IRREGULAR VERBS[1]

PRESENT	PAST	PERFECT
am	was	have been
begin	began	have begun
bite	bit	have bitten
blow	blew	have blown
break	broke	have broken
choose	chose	have chosen
come	came	have come
do	did	have done
draw	drew	have drawn
drink	drank	have drunk
drive	drove	have driven
eat	ate	have eaten
fall	fell	have fallen
fly	flew	have flown
forget	forgot	have forgotten
freeze	froze	have frozen

[1] For reference, not for immediate study. See, on page 216, note to the teacher.

Present	Past	Perfect
get	got	have got *or* have gotten
give	gave	have given
go	went	have gone
grow	grew	have grown
hide	hid	have hidden
know	knew	have known
ride	rode	have ridden
ring	rang	have rung
rise	rose	have risen
run	ran	have run
see	saw	have seen
shake	shook	have shaken
show	showed	have showed *or* have shown
sing	sang	have sung
sink	sank	have sunk
speak	spoke	have spoken
steal	stole	have stolen
swear	swore	have sworn
swim	swam	have swum
take	took	have taken

Present	Past	Perfect
tear	tore	have torn
throw	threw	have thrown
wear	wore	have worn
write	wrote	have written

In the following verbs the perfect has the same form as the past, except that it is used with *have*, *has*, or *had:*

Present	Past	Perfect
bleed	bled	have bled
bring	brought	have brought
build	built	have built
buy	bought	have bought
catch	caught	have caught
cost	cost	have cost
cut	cut	have cut
dig	dug	have dug
feed	fed	have fed
feel	felt	have felt
fight	fought	have fought
find	found	have found
get	got	have got *or* have gotten

PRESENT	PAST	PERFECT
have	had	have had
hear	heard	have heard
hit	hit	have hit
hold	held	have held
hurt	hurt	have hurt
keep	kept	have kept
lay	laid	have laid
lend	lent	have lent
let	let	have let
leave	left	have left
light	lighted	have lighted *or* have lit
lose	lost	have lost
make	made	have made
mean	meant	have meant
meet	met	have met
pay	paid	have paid
put	put	have put
read	read	have read
say	said	have said
sell	sold	have sold
send	sent	have sent

Present	Past	Perfect
shoot	shot	have shot
shut	shut	have shut
sit	sat	have sat
sleep	slept	have slept
spend	spent	have spent
stand	stood	have stood
stay	stayed	have stayed
stick	stuck	have stuck
strike	struck	have struck
sweep	swept	have swept
teach	taught	have taught
tell	told	have told
think	thought	have thought
win	won	have won

To the Teacher

I. Purpose of Section III:

1. The purpose of this section on irregular verbs is threefold:
   (*a*) To help the pupil to become familiar with the forms of the most common of the irregular verbs.
   (*b*) To familiarize the pupil, by constant repetition, with the form of the English sentence in the belief that through this repetition he will acquire, subconsciously, a "sentence sense."
   (*c*) To provide an adequate review of the principal points about verbs brought out in Sections I and II. All of the most important points on verbs are reviewed *in every lesson* of this section.

II. Suggestion:

The teacher should note with care the special drill indicated in Lesson 79 for all lessons in Section III.

LESSON 79

IRREGULAR VERBS — *EAT, ATE, HAVE EATEN*

EXERCISE 1

Read many times:

1. Many people *eat* too much.
2. Mary *will eat* breakfast at seven o'clock.
3. The children *ate* candy and nuts on Thanksgiving.
4. I *have eaten* too much.
5. Fido *is eating* the meat from that bone.
6. People *are eating* less meat than they used to.
7. The man *was eating* a sandwich as he walked along.
8. They *were eating* very fast.
9. We *could eat* more if we had it.
10. He *has eaten* all the fruit.
11. John *would eat* more slowly if he had more time.
12. What do you want *to eat?*

13. *Do* you *eat* many green vegetables?

14. *Does* the sick woman *eat* sugar and other sweet things?

15. *Did* those girls *eat* all that candy?

16. Yes, the girls *ate* all that candy.

17. No, the girls *did* not *eat* all that candy.

18. Why *didn't* he *eat* more fruit?

19. What *has* the child *eaten*?

20. Who *has eaten* my piece of cake?

EXERCISE 2

Fill the blanks with *ate* or *eaten*. Use the perfect of the verb if one of the following words is found in the sentence: *have, has, had*. The past is used alone.

1. Every one —— slowly.

2. Why have you —— so fast?

3. Had you —— your dinner before we came?

4. Yesterday the children —— between meals.

5. The boys had —— it all before I got there.

6. Have you —— your lunch yet?
7. I never —— so much before.
8. We —— that whole turkey at one meal.
9. The horses have —— lots of hay.
10. The cattle have —— all the grass in the pasture.

SPECIAL DRILL TO BE USED IN EXERCISE I OF EVERY LESSON IN SECTION III

Sentence 1 — change to sentence beginning with *he, she, it,* or *they.*

Sentences 5–11 — change to questions.

Sentences 5–11 — change to negative questions, using contractions.

Sentences 13–14 — answer in the affirmative.

Sentences 13–14 — answer in the negative.

Sentences 18–20 — answer questions when possible. This is more difficult and should be attempted only by more advanced pupils.

LESSON 80

IRREGULAR VERBS — *COME*, *CAME*, *HAVE COME*

EXERCISE 1

Read many times:

1. The children never *come* right home from school.
2. Their mother *will come* back soon.
3. Lloyd George *came* to America in 1923.
4. Many Englishmen *have come* here.
5. My father *is coming* down the street.
6. The men *are coming* to move the piano.
7. My friend *was coming* here when you met him.
8. They *were coming* yesterday to do the work.
9. James *could come* if he had an automobile.
10. You *can come* and help us.
11. He *would come* if he could.

12. We have invited all of our friends *to come.*

13. *Do* many foreigners *come* to America?

14. *Does* the postman *come* twice a day?

15. *Did* the dog *come* when you whistled to him?

16. Yes, the dog *came* when I whistled to him.

17. No, the dog *did* not *come* when I whistled to him.

18. Why *has* that poor man *come* here?

19. How *did* you *come?*

20. Who *came* back for the umbrella?

EXERCISE 2

Fill the blanks with *came* or *come.* Use the perfect of the verb when one of the following words is found in the sentence: *have, has, had.* The past is used alone.

1. This man —— to work every day last year.

2. Many workmen have —— to Detroit this year.

3. From what city have these men ——?
4. The dog was lost but it —— back.
5. His family —— here early last summer.
6. They were very homesick when they first ——.
7. Has the doctor —— yet?
8. Christmas has —— and gone.
9. One of the nurses —— at night.
10. After a while we —— into the room.

LESSON 81

IRREGULAR VERBS — *RUN, RAN, HAVE RUN*

EXERCISE 1

Read many times:

1. Those cars *run* very smoothly.
2. The machine *will run* better after it is oiled.
3. The engine *ran* off the track one day last week.
4. That dog *has run* by here three or four times.
5. The dog *is running* after the rabbit.
6. All the boats *are running* on time.
7. The young boy *was running* away from home when they found him.
8. Most of the trains *were running* several minutes late.
9. You *could run* faster if you had lighter shoes.

10. I *can run* as fast as you.

11. The dog *would run* after that cat if he saw it.

12. They often have *to run* to catch the train.

13. *Do* the pleasure boats *run* all fall?

14. *Does* your new car *run* well?

15. *Did* they *run* for a doctor?

16. Yes, they *ran* for a doctor.

17. No, they *did* not *run* for a doctor.

18. What *did* the child *run* away for?

19. Why *did* the child *run* away?

20. Who *has run* this machine before?

EXERCISE 2

Fill the blanks with *ran* or *run*. Use the perfect of the verb if one of the following words is found in the sentence: *have, has, had.* The past is used alone.

1. How far has this car ——?

2. It —— over two thousand miles last summer.

3. We —— up the steps of the elevated.

4. I believe my dog has —— away.

5. Those squirrels have —— up that tree.

6. The automobile had —— many miles.

7. The firemen —— up the ladders very quickly.

8. We —— home when we saw that the house was burning.

9. Look, the car has —— off the bridge.

10. The frightened horse —— away.

LESSON 82

IRREGULAR VERBS — *WRITE*, *WROTE*, *HAVE WRITTEN*

EXERCISE 1

Read many times:

1. Tom can *write* with his left hand.

2. We *will write* to you as soon as we get there.

3. The author *wrote* several books when he was young.

4. Show us what you *have written*.

5. The stenographer *is writing* on the typewriter.

6. The girls *are writing* their exercises.

7. The pupil *was writing* carelessly when the teacher stopped him.

8. Many of the soldiers *were writing* letters home.

9. This child *could write* when he was five years old.

10. You *write* more clearly than I.

11. She *would write* it for you if you asked her.

12. It is easy to learn *to write*.

13. *Do* you *write* as well as you can?

14. *Does* William *write* better than he used to?

15. *Did* you *write* as soon as you heard the news?

16. Yes, I *wrote* as soon as I heard the news.

17. No, I *did* not *write* as soon as I heard the news.

18. How many words a minute *can* a good stenographer *write?*

19. Why *does* he *write* so carelessly?

20. Who *has written* this correctly?

EXERCISE 2

Fill the blanks with *wrote* or *written*. Use the perfect of the verb if one of the following words is found in the sentence: *have, has, had*. The past is used alone.

1. Have you —— your lesson yet?

2. He has —— with his left hand ever since his right hand was injured.

3. I —— to him but received no answer.

4. The letter which I had —— was returned to me.

5. If he had —— it on the typewriter, we could have read it.

6. I am sure you —— that letter when you were angry.

7. The letter she has just —— is about herself.

8. Please send at once this telegram which I have ——.

9. The last words that he —— were about you.

10. What is the matter with the letter that he has ——?

LESSON 83

IRREGULAR VERBS — *GO, WENT, HAVE GONE*

EXERCISE 1

Read many times:

1. Many men *go* to work before seven o'clock.

2. Arthur *will go* to school when he is six years old.

3. The whole family *went* on a vacation last summer.

4. We do not forget her although she *has gone*.

5. He *is going* now.

6. The nurses *are going* for a walk.

7. He *was going* to work when he was taken sick.

8. They *were going* to take the boat when we passed them.

9. We *could go* if we had a boat.

10. Edward *can go* if he can pay for his ticket.

11. The machine *would go* if you fixed that part.

12. Will you tell us how *to go* there?

13. *Do* the birds *go* south in the fall?

14. *Does* the horse *go* home without being led?

15. *Did* you *go* to the country during July and August?

16. Yes, I *went* to the country during July and August.

17. No, I *did* not *go* to the country during July and August.

18. Who *has gone* back to Russia?

19. Why *has* he *gone* there?

20. When *did* he *go?*

EXERCISE 2

Fill the blanks with *went* or *gone*. Use the perfect of the verb when one of the following words is found in the sentence: *have*, *has*, *had*. The past is used alone.

1. The employee — — to his boss to ask for different work.

2. He has —— to the hardware store to buy a hammer.

3. When Henry came to America he —— directly to Chicago.

4. Peter and his brother have —— back to Italy.

5. Everyone laughed after the man had —— out of the room.

6. The singer —— to Europe to study.

7. After he had —— they received a letter from him.

8. All the pupils have —— home.

9. Mr. Anderson —— to church last Sunday.

10. Jim has —— away and has left no address.

LESSON 84

IRREGULAR VERBS — *GIVE, GAVE, HAVE GIVEN*

EXERCISE 1

Read many times:

1. Some rich people *give* a great deal to the poor.

2. Your father *will give* you an education if you will study.

3. Everyone *gave* money to the Red Cross when it asked for help.

4. The boss *has given* me a good job.

5. The doctor *is giving* directions to the nurse.

6. We *are giving* more than we can afford.

7. The manager *was giving* away many free tickets.

8. Those players *were giving* a short act every night at the theatre.

9. John *could give* more time to study if he didn't work so long.

10. His father *can give* him more money if he needs it.

11. A sick person *would give* all his money to get back his health.

12. It is better *to give* than to receive.

13. *Do* most people *give* presents at Christmas?

14. *Does* Mr. Rockefeller *give* much to charity?

15. *Did* they *give* money to the Japanese?

16. Yes, they *gave* money to the Japanese.

17. No, they *did* not *give* money to the Japanese.

18. How much *did* he *give* for his suit?

19. Why *hasn't* he *given* anything to the blind?

20. Who *has given* the largest amount?

EXERCISE 2

Fill the blanks with *gave* or *given*. Use the perfect of the verb when one of the following words is found in the sentence: *have, has, had*. The past is used alone.

1. The employer —— extra pay when the men worked overtime.

2. The United Charities have —— much help this year.

3. My mother —— me a present for my birthday.

4. My brother has often —— me his clothes when they were too small for him.

5. Have you —— any thought to this lesson?

6. Who —— him that book?

7. Which map have you —— him?

8. The musician —— lessons in singing.

9. He has —— away all he had.

10. Have you —— as much as you could?

LESSON 85

IRREGULAR VERBS — *SEE, SAW, HAVE SEEN*

EXERCISE 1

Read many times:

1. People *see* many accidents on the streets.
2. Tom *will see* your house to-morrow.
3. The soldiers *saw* many sights of interest
4. The policemen *have seen* that man many times.
5. He *is seeing* America for the first time.
6. They *are seeing* a new moving picture at the Capitol Theatre.
7. John *was seeing* the paymaster about his pay.
8. The men *were seeing* the expressman about the box.
9. You *could see* better if you sat there.
10. You *can see* the speaker from there.
11. May *would see* better if she had new glasses.

12. My friends who have just come want *to see* everything.

13. *Do* you *see* your sister often?

14. *Does* the sailor *see* that man on the shore?

15. *Did* the captain *see* a whale?

16. Yes, the captain *saw* a whale.

17. No, the captain *did* not *see* a whale.

18. Where *had* he *seen* the prisoner before?

19. When *had* he *seen* him?

20. What *did* you *see* after you came on land?

EXERCISE 2

Fill the blanks with *saw* or *seen*. Use the perfect of the verb if one of the following words is found in the sentence: *have, has, had*. The past is used alone.

1. I ——— his picture in last night's paper.

2. The traveler has ——— many large cities.

3. Which of you ——— him at the picnic?

4. The employer said he ——— George working hard.

5. They ——— the accident from the window.

6. Mrs. Smith says she has —— that man standing there often.

7. They —— many places in ruins in Japan.

8. They will never forget what they ——.

9. We —— a rainbow after the storm.

10. Have you ever —— the Statue of Liberty?

LESSON 86

IRREGULAR VERBS — *DO*, *DID*, *HAVE DONE*

EXERCISE 1

Read many times:

1. The boys *do* some studying every evening.
2. The farmers *will do* their plowing soon.
3. You *did* well the last time you fixed the machine.
4. Bert *has done* very hard work for a long time.
5. His son *is doing* an errand for him.
6. They *are doing* a good job.
7. He *was doing* some work for the electric company.
8. His sons *were doing* gardening when he saw them last.
9. Charles *could do* that job better than Harry.
10. He *can do* it as well as I.

11. We *would do* better if we were alone.

12. I want *to do* more careful work.

13. *Do* they *do* a great deal to help their sister?

14. *Does* Otto *do* it fast enough?

15. *Did* they *do* much sight-seeing?

16. Yes, they *did* a great deal of sight-seeing.

17. No, they *did* not *do* a great deal of sight-seeing.

18. When *did* William *do* that?

19. How *have* you *done* that work?

20. Why *has* she *done* it so carefully?

EXERCISE 2

Fill the blanks with *did* or *done*. Use the perfect of the verb when one of the following words is found in the sentence: *have, has, had*. The past is used alone.

1. The boy has —— it several times before.

2. After the first one —— it, the second one —— the same thing.

3. What has Roy —— with the spade?

4. Look and see whether I —— it right.

5. We don't know whether we —— the right thing or not.

6. Hasn't he —— any studying yet?

7. She never —— much work of any kind.

8. I never —— any hard work before.

9. Peter, you have —— a poor piece of work.

10. She —— most of the sewing at night.

LESSON 87

IRREGULAR VERBS — *TAKE*, *TOOK*, *HAVE TAKEN*

EXERCISE 1

Read many times:

1. The men *take* lunch in the cafeteria.
2. The boys *will take* plenty to eat.
3. The thieves *took* a great deal of jewelry when they robbed the store.
4. The hunters *have taken* their guns.
5. She *is taking* her rubbers.
6. The men *are taking* him to a hospital.
7. She *was taking* cold in that draft.
8. The people *were taking* all they could carry.
9. She *could take* her friends riding if she wished to.
10. He *can take* his child for half fare.
11. He *would take* his wife if she wanted to go.

12. I am going *to take* all I can get.

13. *Do* you *take* medicine when you have a cold?

14. *Does* Mrs. McDonald *take* her children for a walk often?

15. *Did* the conductor *take* your ticket?

16. Yes, the conductor *took* my ticket.

17. No, the conductor *did* not *take* my ticket.

18. Where *have* you *taken* your laundry?

19. When *did* you *take* it?

20. Who *has taken* my book?

EXERCISE 2

Fill the blanks with *took* or *taken*. Use the perfect of the verb if one of the following words is found in the sentence: *have, has, had.* The past is used alone.

1. We have —— our books home every night.

2. Has the mechanic —— some oil to the shop?

3. The thief —— one hundred dollars from a drawer.

4. The police have —— him to jail.

5. Has your work —— long?
6. I —— my drawing to the teacher.
7. Who has —— my pencil?
8. No one has —— it.
9. Have they —— their child to see a doctor?
10. We —— our dinner with us to the park.

LESSON 88

IRREGULAR VERBS — *DRINK*, *DRANK*, *HAVE DRUNK*

EXERCISE 1

Read many times:

1. People *drink* coffee for breakfast.
2. Tom *will drink* two cups this morning.
3. During the warm weather the horse *drank* a great deal.
4. We *have drunk* enough already.
5. The cat *is drinking* the milk in the saucer.
6. The children *are drinking* cocoa.
7. He *was drinking* from the fountain.
8. The boys *were drinking* water from the spring.
9. Anna *could drink* the tea if it were not so hot.
10. We *can drink* all of that.

11. He *would drink* beer if he could get it.
12. The doctor told us *to drink* lots of water.
13. *Do* the English *drink* a great deal of tea?
14. *Does* he *drink* malted milk for his health?
15. *Did* the children *drink* milk at every meal?
16. Yes, the children *drank* milk at every meal.
17. No, the children *did* not *drink* milk at every meal.
18. What *has* he *drunk?*
19. Who *has drunk* this coffee?
20. Why *did* he *drink* so much?

EXERCISE 2

Fill the blanks with *drank* or *drunk.* Use the perfect of the verb if one of the following words is found in the sentence: *have, has, had.* The past is used alone.

1. He —— the cold water because he was warm.
2. I fear you have —— too much ice water.
3. Has she —— that glass of milk yet?

4. When I was in England I —— lots of tea.

5. Our children never —— any coffee until recently.

6. Have you ever —— milk with a raw egg beaten into it?

7. I —— a glass of it every morning last year.

8. The well water was so good that I —— and —— and ——.

9. Jim was so thirsty that he —— it all.

10. The sick man has not —— anything for some time.

SECTION IV

Sentence Building with Emphasis upon Distinctions in the Use of Words

LESSON 89

EXERCISES FOR TALKING

© Brown Brothers

THE FIRE DEPARTMENT

Discuss the picture on page 249.

The Fire Department

Fire Department
- puts out fire
- saves lives
- protects property

Different causes of fire
- carelessness
- rubbish
- matches

When there is a fire
- fire alarm boxes
- ring a bell
- fire station
- firemen
- fire engine
- hook and ladder
- fire hose
- pump

Nathan Hale

Nathan Hale was an American soldier in the Revolutionary War. He was sent by General Washington to the English camp to find out some things for Washington. So he was a spy. He stayed two weeks, and learned much about the English army and forts. Then he started back to the American camp, but the English caught him. The English general said that he had to die. Hale's last words were, "I only regret that I have but *one* life to give for my country."

LESSON 90

TEACH AND *LEARN*

The teacher *teaches*. The pupil *learns*.

He *learns* to read and write English.

He also *learns* to speak it.

In the night school the teacher *teaches* him three times a week.

After he *learns* to speak English, he can *teach* his brother.

EXERCISE

1. The farmer —— William to do the work on the farm.
2. William likes farming, and so he will —— easily.
3. This man wants to —— a trade.
4. What trade can he —— at night school?
5. Will they —— him tailoring there?
6. How long will it take him to —— it?
7. The carpenter —— his son to use tools.

8. He will soon —— to be a carpenter.

9. Will you —— me how to use these tools?

10. Let me —— you how to saw a board.

11. You certainly can —— me how to do it.

12. Will you —— me the parts of an automobile.

13. No, I will not —— you.

14. If you go to work in that garage you will ——.

15. Will they —— me all about the engine?

16. Yes, they will —— you all about the engine.

17. They will also —— you how to mend tires.

18. After you —— to repair a car, you can —— me.

19. Many Greeks —— how to run restaurants.

20. They —— their friends how to wait on the table.

EXERCISE FOR TALKING

Ask questions of each other. Use *learn* or *teach* in both questions and answers.

To the Teacher:

I. Purpose of the lesson:

1. To correct a common mistake, "Can you learn me how to do it?"

II. Suggestion:

1. This lesson will serve to carry over the drills on questions and answers.

LESSON 91

GOT AND *HAVE*

Got is often used incorrectly for *have*. *Got* is the past of *get* and *always* shows *past time*. It means *received* or *obtained*.

Last night Henry *got* a letter from his mother.

Mrs. Jackson *got* her groceries from the store yesterday morning.

He *got* a new suit day before yesterday.

We *got* two hundred dollars when we sold the car.

Have is present time and means *to own* or *to possess*.

I *have* twenty dollars in my pocket.

They *have* a home in Chicago now.

My brothers *have* a shoe store on Main Street.

I *have* a car in the garage.

EXERCISE 1

Choose between *got* and *have* or *has:*

1. Sam (got, have, has) a postal card yesterday.

2. Mr. Brown (got, have, has) two sons.

3. We (got, have, has) it at a sale.

4. My wife (got, have, has) two sisters in America.

5. The boys (got, have, has) knives in their pockets.

6. They (got, have, has) a doctor after the accident.

7. Mary (got, have, has) a ring on her finger.

8. Bert (got, have, has) ten dollars when he sold his watch.

9. I (got, have, has) money in the bank.

10. The boys (got, have, has) work last summer.

11. Jim (got, have, has) a telegram yesterday.

12. She (got, have, has) friends who live near her.

13. My sister (got, have, has) many flowers when she was sick.

14. We (got, have, has) twenty in the class now.

15. The school (got, have, has) many rooms.

16. Last week the men (got, have, has) extra pay.

17. We (got, have, has) many teachers in this school.

18. We (got, have, has) a bill from the doctor last week.

19. My brother (got, have, has) two roomers living at his house.

20. I (got, have, has) relatives in Europe.

To the Teacher:

I. Purpose of the lesson:

1. To correct such a common mistake as, "Yes, I got a knife" for "yes, I have a knife."

LESSON 92

LET AND *LEAVE*

Leave is often used incorrectly for *let*. *Let* means *permit* or *allow*. *Leave*, as used here, means *go away from*.

Mr. Smith has to *leave* (go away from) home at seven o'clock.

John does not *leave* (go away from) the shop until six o'clock.

The next train *leaves* (goes away) in ten minutes.

Mrs. Smith will not *let* the children eat much candy.

She will not *let* them play in the street.

Let Frank help you.

EXERCISE

Choose the right word:

1. The foreman will not (leave, let) the men stop working.

2. The men (leave, let) work as soon as it is dark.

3. "I am sick," said the workman. ("Leave, Let) me go home early."

4. (Leave, Let) him go.

5. No, he can't (leave, let) until his work is done.

6. They won't (leave, let) Tony punch the time clock for Bill.

7. John asked the boss to (leave, let) him run a machine.

8. (Leave, Let) me help you run your machine.

9. The man can't (leave, let) his machine.

10. He will not (leave, let) me fix the pulleys.

11. (Leave, Let) him do it for you.

12. They won't (leave, let) children work there.

13. The children (leave, let) home at eight o'clock.

14. Please (leave, let) me have some money for books.

15. I can't (leave, let) until I get it.

16. (Leave, Let) me take your pen as soon as you are through.

17. (Leave, Let) him have it.

18. The teacher doesn't (leave, let) the room during the class.

19. (Leave, Let) me write one more sentence before I (leave, let).

20. The pupils (leave, let) school as soon as the bell rings.

To the Teacher:

I. Purpose of the lesson:

1. To correct the common mistake, "Leave him have it."

II. Suggestion:

1. This lesson will serve to carry over the drill on *as soon as*.

LESSON 93

AT AND *TO*

Not Showing Action		*Showing Action*
is at	wait at	go to
are at	stop at	come to
was at	stand at	ride to
were at	meet at	walk to

EXERCISE

BUILDINGS

Fill the blanks with *to* or *at*.

1. Did you *go* —— the theatre last night?
2. *Were* you —— the theatre last night?
3. Does the boy *walk* —— school every day?
4. *Was* the boss —— the factory to-day?
5. *Was* your friend —— the hospital?
6. Did the children *come* —— church?
7. Did they *carry* him from the street —— the sidewalk?

8. Did she *wait* —— the department store a long time?

9. Are those men *climbing* —— the top of the skyscraper?

10. Will he *meet* me —— the bank?

11. Will you *take* these letters —— the post office?

12. Did your friends *wait* for you —— the library?

13. Does the car *stop* —— the museum?

14. Did you *go* —— the Art Gallery Sunday?

15. Did many people *stand* —— the door?

16. Will that train *stop* —— this station?

17. *Were* you —— the Court House last week?

18. *Were* you —— the Y. M. C. A. building last Tuesday?

Answer the questions. In negative answers use contractions.

EXERCISE FOR TALKING

Ask questions of each other. In both questions and answers use the verbs at the top of page 260 with the following words:

theatre	hospital	bank	store
school	library	station	factory

To the Teacher:

I. Purpose of the lesson:

1. To correct such a common mistake as, "I was to the theatre."

II. Suggestion:

1. Emphasize *is at, was at, are at, were at.*
2. Flash cards can be used to advantage with the verbs at the beginning of this lesson.

LESSON 94

THEM AND *THOSE*

For review, read Lesson 50.

Those can be used before nouns.
Them can *not* be used before nouns.

He mailed *those letters.* Put *those papers* away.
He mailed *them.* Put *them* away.

EXERCISE

1. He found —— letters.
2. He found ——.
3. I don't want —— things.
4. I don't want ——.
5. Pick up —— tools.
6. Has she lost —— papers?
7. I'm afraid she has lost ——.
8. Where are —— books?
9. I can't find ~~them~~.
10. Watch out for —— automobiles.
11. Joe hasn't done —— lessons.

12. Peter hasn't done —— either.
13. What have you done with —— tools?
14. He lost —— pencils that I gave him.
15. I will not want —— before Monday.
16. I have been with —— soldiers a year.
17. I saw —— several times in the park.
18. Don't let —— machines get rusty.
19. Don't let —— get rusty.
20. Did you answer —— advertisements?
21. I answered one of ——.
22. You can't sell —— bananas.
23. What are you going to do with —— things?
24. I will give —— to him immediately.

EXERCISE FOR TALKING

Putnam and the Wolf

A wolf killed many of Israel Putnam's sheep and goats. One night it killed seventy. He and his friends found its tracks and followed them. The men came to a cave. The wolf was inside. Putnam sent his dogs in, but the wolf bit them and drove them out.

Next he made a fire in the entrance, but the wolf would not come out. Then Putnam himself went into the cave with a burning stick. He knew that wild animals do not like a fire. Just as the wolf was ready to spring on him, Putnam shot it in the head.

To the Teacher:

I. Purpose of the lesson:

1. To correct such a common mistake as, "Give me them tools."

LESSON 95

AND AND *BUT*

Read these sentences:

The meal is fine, *and* I am eating too much.

I work in the daytime *and* I go to night school.

The grass is green, *and* the flowers are in bloom.

I will do the work sometime *but* not to-day.

Show it to her, *but* do not show it to him.

The sun is shining now, *but* it may rain soon.

EXERCISE

Fill the blanks with *and* or *but:*

1. It is raining, —— I will have to go anyway.

2. John worked hard, —— he did not finish those boxes.

3. Mary will buy the stamps —— put them on the letter.

4. I can understand English, —— I can speak it too.

5. He wanted to teach me, —— I didn't have time to learn.

6. I like flowers, —— I haven't any now.

7. He saved his money —— got a new suit.

8. He works in the garden —— raises many vegetables.

9. The whistle blew at noon, —— the men stopped working.

10. She sings well usually, —— yesterday she sang poorly.

11. He was badly hurt, —— he was very brave.

12. We are building a house, —— we need money.

13. I spoke very loud, —— he could not hear me.

14. We didn't hear the alarm clock, —— we were late to work.

15. I wanted to go, —— I didn't, for my father wouldn't let me.

16. He is going to Italy —— will leave soon.

17. He is sick, —— he may die.

18. He is sick, —— he is going to work anyway.

19. I wanted to help, —— I was not strong enough.

20. The men are working hard —— will be very tired by night.

To the Teacher:

I. Purpose of the lesson:

1. To correct such a mistake as, "She sings and her brother not sing."

II. Suggestion:

1. The lesson will serve to carry over the drill on (*a*) *teach — learn*, (*b*) *got — have*, (*c*) *let — leave*.

LESSON 96

DIFFICULT PREPOSITIONS
(A TALKING LESSON)

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EXERCISE 1

Use the following expressions in sentences about the picture:

up the street
down the street
along the curb
into the automobile

across the street
near the building
between the sidewalk and the building (at the right)
against the mail box
behind the baby carriage
in front of the horse
toward the church
among the crowd

EXERCISE 2

The following prepositions do not apply to the picture. They often give difficulty. Use them in sentences.

about six o'clock
since morning
until to-morrow
during the night
through the building
around the building
except John
without his tools

To the Teacher:

I. Purpose of the lesson:

1. To give practice on those prepositions the meanings of which are peculiarly difficult to understand, such as *during, except, toward,* etc.

LESSON 97

EXERCISE FOR TALKING

DIRECTIONS

north	northern	northeast
south	southern	northwest
east	eastern	southeast
west	western	southwest

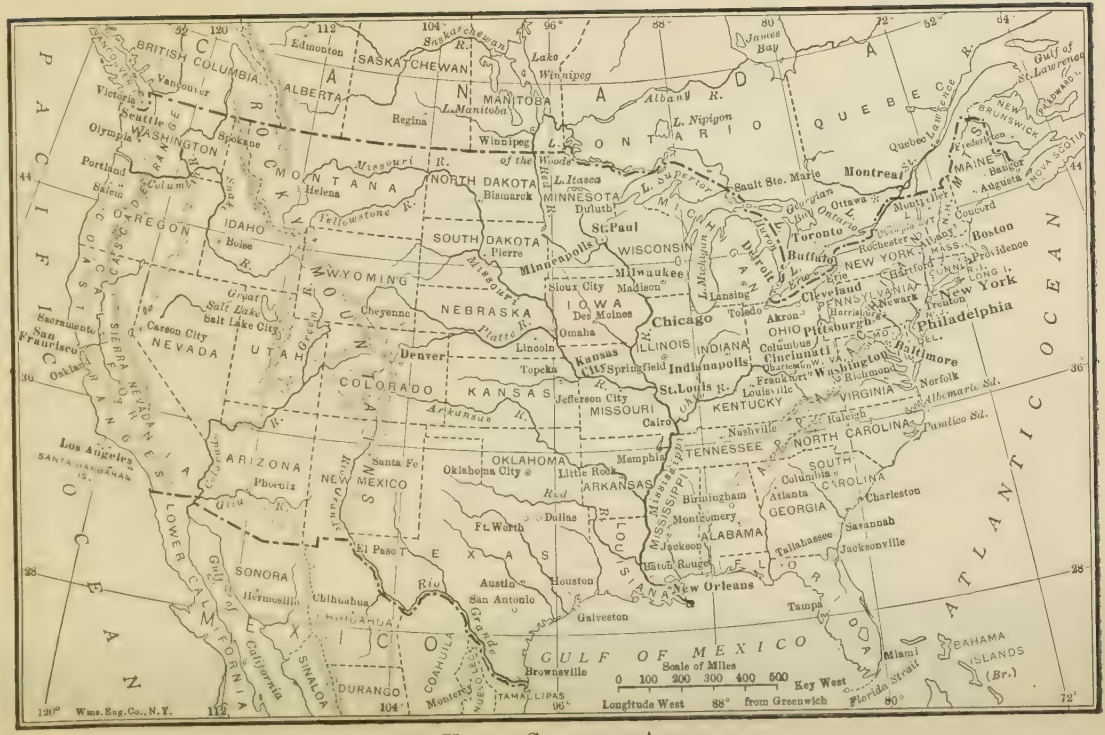
BOUNDARIES OF THE UNITED STATES

Atlantic Ocean	Great Lakes
Pacific Ocean	Gulf of Mexico
Canada	Rio Grande River

EXERCISE 1

Look at the map on page 272.

1. Where is east on the map?
2. Where is west?
3. Where is north?
4. Where is south?
5. What ocean is east of the United States?
6. What ocean is west of the United States?



THE UNITED STATES OF AMERICA

7. What is the northern boundary of the United States?

8. What is the southern boundary of the United States?

9. Which are the most western states?

10. Which are the most eastern states?

11. In what part of the United States are the Great Lakes?

12. What is the southern boundary of Canada?

EXERCISE 2

With the help of the map on page 272, show that you understand the meaning of the following words:

ocean	island	city
gulf	country	seaport
river	state	lake
bay	mountain	continent

1. Name an ocean.
2. Name a gulf.
3. Name a river.
4. Point to a bay.
5. Point to an island.

6. Find three countries.
7. Name four states.
8. Read the names of some mountains.
9. Name a city that is a great seaport.
10. Name a city that is not a seaport.
11. Read the names of the five Great Lakes.
12. In what continent is the United States?

To the Teacher:

I. Suggestion:

1. Have the pupils use the vocabulary of this lesson in miscellaneous sentences.

LESSON 98

THE

THREE THINGS TO REMEMBER

1. *The* is *not* used with the name of a city if the name stands alone.

2. *The* is *not* used with the names of most countries, though it is with the United States.

3. *The* is usually used with a word that is made *from* the name of a country.

CITIES

New York	Boston	Buffalo
Chicago	San Francisco	St. Louis

COUNTRIES	WORDS MADE FROM NAMES OF COUNTRIES
America	The *American* nation
England	The *English* cities
France	The *French* army
Germany	The *German* army
Italy	The *Italian* lakes
Mexico	The *Mexican* climate

Japan	The *Japanese* navy
Russia	The *Russian* Revolution

EXERCISE

Read the following list. Use *the* with the words that come from the names of countries. Do not use it before the names of cities or countries (except the United States).

Buffalo	Greece	Mexico
Ireland	Greek	Mexican
Sweden	London	Italy
Germany	England	Paris
French	San Francisco	United States
Austria	German	American
Austrian	Belgium	Italian
Swedish	Spanish	New Orleans
Canadian	Boston	Pittsburg

To the Teacher:

I. Purpose of the lesson:

1. The purpose of this lesson and of the one that follows is to correct such errors as: "The Chicago is fine city." "I like American flag."

II. Suggestion:

1. Flash cards may be used to advantage in the last part of this lesson.

LESSON 99

CITIES AND COUNTRIES

EXERCISE

Rewrite the following sentences, putting in *the* before the italicized words when necessary.

1. *New York* is the largest city in *America*.
2. Most of the war was fought in *France*.
3. *American* nation is made up of people from all countries.
4. *Chicago* is larger than any of *English* cities except *London*.
5. *Boston*, *Washington*, and *Philadelphia* are three of the most beautiful cities in *United States*.
6. *German* army was defeated by *French* army.
7. Every year many people visit *Italy*.
8. There are many people in *Mexico* who speak *Spanish* language.

9. *Washington* is the capital of *United States.*

10. None of *Greek* people who leave home ever forget the beauty of *Greece.*

11. *Japan* is a small island, but it has many inhabitants.

12. Many automobiles are made every year in *Detroit.*

13. The men of *Poland* fought bravely for *Polish* flag.

14. *Russian* Revolution caused much suffering.

15. In the northern part of *Italy* are *Italian* lakes.

16. Many Northerners can not live in *Mexico* because *Mexican* climate is so warm.

17. *Japanese* navy is large, although *Japan* is a small country.

18. *Los Angeles*, *San Francisco*, and *Seattle* are the largest cities on the western coast of *United States.*

19. *Chinese* nation is very large.

20. Many of *Australian* soldiers were very brave during the war.

LESSON 100

THIS, *THESE*, *THAT*, AND *THOSE*

For review, read Lessons 51 and 52.

This and *these* are used in speaking of things that are near you.

That and *those* are used in speaking of things that are farther away.

This book *in my hand* is for you.
These books *in my hand* are for you.
That man *across the street* is working hard.
Those men *across the street* are working hard.

EXERCISE

1. Fill blanks in the sentences with *this, that, these,* or *those.*

2. In each sentence tell whether the italicized expression refers to something *near* or *farther away.*

3. In each sentence tell whether the word after the blank is *singular* or *plural.*

COMMENTS BY PUPILS IN A CLASS

1. —— pen *which I am using* doesn't write well.

2. —— pens here *on my desk* are poor.

3. —— pen *on the desk in the other room* is much better.

4. You will find —— pens *in the room across the hall.*

5. —— men *in this class* are studying English.

6. —— pencils *in this box* need to be sharpened.

7. —— hats *on that chair near the door* should be hung up.

8. —— window *near me* is open.

9. —— children playing *out there in the street* disturb the class.

10. —— bicycle *over in the corner* belongs to a pupil.

11. —— desk *there by the window* is broken.

12. —— words *on this page* are hard to spell.

13. —— dictionaries *in this bookcase* help us a good deal.

14. —— lesson *which we are studying* is hard.

15. —— lesson *which we had last week* was easy.

16. —— chairs *against that wall* are very comfortable.

To the Teacher:

I. Suggestion:

1. This lesson will serve to carry over the drill on prepositions.

LESSON 101

COMPARISON OF WORDS

For review, read Lesson 54.

Words ending in *y* change the *y* to *i* before adding *er* or *est.*

Use the first degree when speaking of *one* thing.

Use the second degree when speaking of *two* things.

Use the third degree when speaking of *three* or more things.

First Degree	*Second Degree*	*Third Degree*
happy	happ*ier* than	the happ*iest* of

Jane is *the prettiest of* these children.

This chain is *heavier than* the wheel itself.

Charles is always *the hungriest of* those boys.

I think I am *thirstier* than you are.

His collar is *dirtier than* his shirt.

These shoes are *drier than* that other pair.

This lesson is *easier than* the last.

John is always *the sleepiest of* all the children.

EXERCISE

Write the second and third degrees of the following:

pretty	thirsty
heavy	dry
dirty	sleepy
hungry	easy

IRREGULAR WORDS

First Degree	*Second Degree*	*Third Degree*
bad	worse than	the worst of
good	better than	the best of
much	more than	the most of
little	less than	the least of

1. This is a very *bad* storm.

It is *worse than* the storm yesterday.

The storm Saturday was *the worst of* any storm this year.

2. That man is a *good* workman.
   He is *better than* the man standing next to him.
   That man at the last bench is *the best of* all the workmen.
3. John did not make *much* money in 1922.
   His brother made *more than* he did.
   Steve made *the most of* the three brothers.
4. Henry has saved a *little* money.
   James has saved *less than* Henry.
   William has saved *the least of* them all.

To the Teacher:

I. Suggestion:

1. This lesson will serve to carry over the drill on *this* and *that*.

LESSON 102

COMPARISON

Long Words

First Degree	*Second Degree*	*Third Degree*
beautiful	more beautiful	most beautiful
wonderful	more wonderful	most wonderful
careful	more careful	most careful
remarkable	more remarkable	most remarkable

Words Ending in "ly"

First Degree	*Second Degree*	*Third Degree*
quickly	more quickly	most quickly
slowly	more slowly	most slowly
carefully	more carefully	most carefully
sweetly	more sweetly	most sweetly

EXERCISE 1

Give the three degrees of the following:

softly	expensive
clearly	interesting
famous	rapidly

EXERCISE 2

In the following list choose between *er*, *est*, and *more*, *most* for the second and third degrees.

clear	wisely	disagreeable
rich	fast	splendid
sick	polite	deep
faithful	rough	smooth
sharp	dark	unusual

EXERCISE 3

Give three degrees of —

clear	soft
clearly	softly
quick	slow
quickly	slowly

LESSON 103

WHO

For review, read Lessons 47 and 48.

Use *who* when talking about *people.*

The boy is getting well again.

The boy *who was sick* is getting well again.

The man finished his work at five o'clock.

The man *who made the box* finished his work at five o'clock.

EXERCISE 1

Put the two clauses into one sentence:

1. The child has hurt himself.
   who is crying
2. My friend is going to Boston.
   who likes to travel
3. All the people heard the noise.
   who work in this factory

4. That man is the foreman here.
who spoke to you

5. The boys play baseball every afternoon.
who live around here

EXERCISE 2

Finish these sentences:

1. The girl who works here ——.
2. The baby who cries so much ——.
3. All the children who are six years old ——.
4. The tall man who is standing over there ——.
5. The carpenters who are building the house ——.

EXERCISE 3

Put into these sentences a group of words beginning with *who:*

1. My oldest girl —— can read English.
(Fill blank with something about school.)

2. The man's wife —— was taken to the hospital.
(Fill blank with something about being sick.)

3. Many people —— were hurt in the accident.

(Fill blank with something about a car.)

4. In the winter time children —— go to the lake.

(Fill blank with something about skates.)

5. After dinner the man —— can go out riding.

(Fill blank with something about an auto.)

EXERCISE 4

Read the above sentences with *that* instead of *who*.

To the Teacher:

I. Purpose of the lesson:

1. To develop greater facility in combining short sentences; as *The man who works here is my cousin*, rather than *The man works here. He is my cousin.*

LESSON 104

WHICH

Use *which* when talking about things.

This old chair can be mended.

This old chair *which is broken* can be mended.

My furnace needs repairing.

My furnace *which is old* needs repairing.

EXERCISE 1

Put into these sentences a group of words beginning with *which:*

1. The house —— belongs to my brother. (Say something about the color of the house.)

2. All the machines —— are in good order. (First floor.)

3. Any tools —— should be handled carefully. (Sharp.)

4. The automobile —— was going too fast. (Ran over.)

5. The papers —— should be thrown away. (Table.)

EXERCISE 2

Read the sentences in Exercise 1 with *that* instead of *which.*

EXERCISE 3

In the following sentences underline the word referred to by *who, which,* or *that.* If the word referred to is singular, use a singular verb. If it is plural, use a plural verb.

1. The man who (is, are) standing near me is blind.
2. That building which (is, are) so high is the Woolworth Building.
3. The men that (save, saves) their money get good interest.
4. My shoes, which (is, are) very heavy, have worn well.
5. The dishes that were on the table (has, have) been set away.
6. My paper, which comes every morning, (is, are) late to-day.

7. The noise that you hear (come, comes) from the house next door.

8. Many people who visit this city (think, thinks) it is beautiful.

9. The razor blade that I used this morning (have, has) gotten dull.

10. The children who sell newspapers (have, has) stopped now.

To the Teacher:

I. Purpose of the lesson:

1. To develop greater facility in the use of longer sentences.

LESSON 105

WHO AND *WHICH*

EXERCISE FOR TALKING (SEE PICTURE, PAGE 294)

1. The man who has a hat on is buying a coat.

2. The woman who is sitting in the chair is his wife.

3. The coat which the woman is holding is old.

4. The coat which the man is trying on is new.

5. The man who is standing behind him is a tailor.

6. The glasses which the tailor wears are on the end of his nose.

7. The man who is looking in the mirror is holding the lapels of his coat.

8. The string which is around the tailor's neck is a tape measure.

9. The handkerchief which is in his pocket is large.

Photograph by Brown Brothers.

THE NEW COAT

10. The woman who is watching them has a white collar.

11. The pin which is at her neck is made of gold.

12. These three people who are looking at the coat seem pleased.

EXERCISE

Cover the sentences and give sentences about the picture, using *who* and *which*.

Finish the following sentences:

The man who ——. The woman who ——.
The coat which ——. The mirror which ——.

To the Teacher:

I. Suggestion:

With advanced classes, pupils may be allowed to substitute *that* for *who* and *which* in the sentences on page 294, and the restrictive clause may be explained.

LESSON 106

EXERCISES FOR TALKING

A Hospital

wards	take care of patients
private rooms	wear uniforms
iron beds	operations performed
clean	operating room
doctors and nurses	surgeon

Kosciuszko

Kosciuszko came from Poland, but the American people loved him. They loved him because he came to help them in the Revolutionary War.

Later he went back to Poland. A few years afterward Poland fought against Russia. Russia won and Poland became a part of Russia. Kosciuszko was taken as a prisoner to Russia. He had been so brave that the Russian Czar offered to give him back his sword, but Kosciuszko said to him, "I do not need a sword now. I have no country to defend."

LESSON 107

IDIOMS

The following idiomatic phrases give difficulty and require practice in oral and written work:

kind of
kinds of
a lot of (a great deal of)
lots of
most of
instead of
a pair of
in front of
one of the (with the plural; as, *one of the chairs*)

EXERCISE

Answer the questions. Use the italicized expressions in the answers.

1. Is that the same *kind of* paper as this?
2. Did he buy a new *kind of* paint?
3. Are there many *kinds of* tools here?
4. Is there *a great deal of* noise here? (a lot of)
5. Were there *a great many* pictures in the room? (lots of)

6. Are there *lots of* people on the street?

7. Are *most of* the class here to-night?

8. Did I spell *most of* the words correctly?

9. Is she going *instead of* her husband?

10. Did he buy *a pair of* shoes for his boy?

11. Who is the tall man *in front of* me?

12. Did *one of the men* leave the room just now?

13. Is *one of the books* lost?

14. Did the paper say that *one of the largest ships* was sunk?

Other expressions that may seem difficult:

afraid of	the other
month of	another
full of	quite — quite a
hundreds of	such — such a
thousands of	after a while
plenty of	a while ago
all of a sudden	a long time ago

To the Teacher:

I. Purpose of the lesson:

1. To give drill on idiomatic English.
2. To correct such errors as: "Most the men are here to-night." "One of the man is gone."

LESSON 108

IDIOMS

The following idiomatic phrases sometimes seem difficult and require practice in oral and written work:

like to	used to
would like to	ought to
want to	have to (must)
is (was) supposed to	had to
so . . . that	

1. We *like to* hear music.
2. I *would like to* get a new hat.
3. They said that they *would like to* go with me.
4. I *would like to* go to Paris next summer.
5. The man *wants to* close his store at five o'clock.
6. Do you *want to* go to school to-night?
7. He *is supposed to* know how to do it.

8. I *was supposed to* get there at three.

9. My cousin *was supposed to* come yesterday.

10. We *used to* live on Second Boulevard.

11. The men *used to* work ten hours a day.

12. You *ought to* pay him this week.

13. She *ought to* know better than that.

14. You *have to* do that work whether you want to or not.

15. I *have to* go down town after work to-night.

16. Last month Peter *had to* work overtime.

17. She told him that he *had to* study harder.

18. Speak *so that* we can all hear you.

19. He was *so* tired *that* he stayed at home.

20. The men worked *so* long on this building *that* they were glad to stop.

Other expressions that seem difficult:

belongs to	matter with
in regard to	after — afterwards
lend to	satisfied with
borrow from	satisfactory to

at least

To the Teacher:

I. Purpose of the lesson:

1. To give drill on idiomatic English.
2. To correct such errors as: "He suppose to come." "He said he have to (hafto) go."

II. Suggestions:

1. Call attention to the fact that *to* is followed by the present (Lesson 63).

LESSON 109

THERE IS AND *THERE ARE; THERE WAS* AND *THERE WERE*

For review, read Lesson 50.

EXERCISE

Moving Pictures

1. There (is, are) a large moving picture theatre down town.

2. There (is, are) a ticket office in front of the door.

3. There (is, are) some seats for twenty-five cents.

4. Before the "show" begins there (is, are) many people standing in line.

5. At the door there (is, are) a man who takes the tickets.

6. Inside there (is, are) ushers who are supposed to show you your seats.

7. Every night there (is, are) a printed program for each person.

8. There (is, are) a wide aisle in the center of the room.

9. There (is, are) several side aisles.

Photograph by Brown Brothers

10. In the theatre there (is, are) hundreds of seats.

11. By half past seven there (is, are) no vacant seats.

12. Between the stage and the audience there (is, are) an orchestra.

13. Back of the orchestra there (is, are) a stage.

14. On the stage there (is, are) a screen where the pictures are shown.

15. There (is, are) several switches which turn the lights off.

16. Sometimes there (is, are) women who don't take off their hats.

17. There (is, are) some people who always stumble in the dark.

Change sentences 1–11 to questions.

Change sentences 12–17 to questions, using *isn't* or *aren't.*

(More difficult.) Change sentences to past time. Change *all* the verbs.

To the Teacher:

I. Purpose of the lesson:

1. To correct such a common mistake as, "There's three boats in sight."

II. Suggestion:

1. This lesson will serve to carry over the drills on prepositions, and on *who* and *which.*

LESSON 110

PAST AND PERFECT TIME OF VERBS

Review Lessons 66 and 68 for uses of the perfect.

When the *past time* is used, the action is *finished, over, ended.*

The man *sold* his home *yesterday.*
I *lost* my umbrella *last week.*
She *came* to New York *last January.*

A Third Use of the Perfect

The perfect time shows that something happened in the past and has continued on *up to the present moment.*

We *have lived* in this house for two years.

(In the past and *up to the present moment* — for we are *still* living there.)

My brother *has worked* at Dodge's all this year.

(In the past and *up to the present moment* — for he is *still* working there.)

I *have* not *seen* her yet.

(Not seen her *up to the present moment.*)

PAST

He *worked* at Ford's for five years.

(This does not mean that he is working there now.)

PERFECT

He *has worked* at Ford's for five years.

(This means that he is still working there, *up to the present moment.*)

EXERCISE

Explain the difference in meaning—

I *went* to school for one year.
I *have gone* to school for one year.

He *lived* in Chicago several years.
He *has lived* in Chicago several years.

He *slept* for an hour.
He *has slept* for an hour.

The boy *stayed* here for a month.
The boy *has stayed* here for a month.

LESSON 111

PAST AND PERFECT TIME OF VERBS

EXERCISE

Fill the blanks, choosing between past and perfect. (Be sure to put in *have* or *has* with the perfect.)

Underline the word or words in the following sentences that show anything about the time of the sentence.

1. My brother's family —— here a year ago to-day. (came, have come)

2. I am living on Park Street where I —— for five years. (lived, have lived)

3. This country —— the war in 1917. (entered, has entered)

4. Henry is in the hospital and —— there several weeks. (was, has been)

5. The apples —— good when he brought them. (were, have been)

6. A few days ago the class —— a large factory. (visited, has visited)

7. He —— to me yet. (did not write, has not written)

8. We —— this house two years ago. (rented, have rented)

9. He —— his citizenship papers yet. (did not get, has not gotten)

10. The accident —— three weeks ago. (happened, has happened)

11. When the man went down town he —— a pair of shoes. (bought, has bought)

12. She —— her sister in St. Louis last summer. (saw, has seen)

13. He —— hard ever since he has been here. (worked, has worked)

14. He —— there yet. (did not go, has not gone)

15. He —— me many times, but he has never spoken to me. (saw, has seen)

16. He —— two whole pies since he sat down. (ate, has eaten)

To emphasize the difference between *past* and *perfect* —

In sentences using the past time, a word or phrase is usually used to show that the action is finished.

yesterday	a few minutes ago
last week	two weeks ago
last year	a month ago
in 1922	a little while ago

When giving sentences using the perfect time (have, has), keep in mind *in the past* and *up to the present moment.*

has worked	have slept
has lived	have not seen . . . yet (up to the present moment)
has played	have not gone . . . yet (up to the present moment)

For review, study the ten sentences with blanks in every lesson in Section III (pages 217–246).

To the Teacher:

I. Suggestion:

1. Emphasize the use of the perfect with *not yet.*

LESSON 112

EXERCISES FOR TALKING

Sheep and Wool

raised
meat and wool
sheep ranches
flocks
pasture
clover and grass
sheep herders
dogs — wolves
winter — sheepfolds
spring — shear
wool — dirty, greasy,
cleaned
bales
mills
tanks — soapsuds
cleaned again
fluffy white
woolen cloth
animals killed
meat

The Boston Tea Party

England put taxes on all the tea that came to America. The Americans did not like this. They thought England had no right to tax them. They said that they would not drink any more tea. One day a large ship sailed into Boston.

It was loaded with tea. When it reached the dock, a crowd of Indians rushed onto the ship. They threw all the tea into the ocean. Then they left the ship and went ashore again. These men really were not Indians. They were citizens of Boston.

All this was long ago. Our country was smaller than it is now, and it belonged to England. America had no representatives in the English Parliament, so Americans thought they should not be taxed.

To the Teacher:

I. Suggestion:

1. Let the class read and discuss first whichever one of the two topics seems easier for them.

LESSON 113

NEGATIVES

Notice that in sentences only one *negative word* (a word with a *no* or *not* meaning) is used with a verb.

I haven't any apples.
I have no apples.
There isn't any pie.
There is no pie.

Notice that we may say *haven't any* or *have no, isn't any* or *is no.*

EXERCISE 1

Read this list:

isn't (not *ain't*)	didn't
aren't (not *ain't*)	can't
wasn't	couldn't
weren't	wouldn't
doesn't	haven't (not *ain't*)
don't	hasn't (not *ain't*)

1. Use the words in the list on page 312 in sentences with *any;* as, *There isn't any butter on the table,* or *I didn't do any work to-day.* Be sure not to put in a *no.*

2. Use the following words with *no: is, are, was, were, does, do, did, can, could, would, will, have, has;* as, *There is no butter on the table.*

EXERCISE 2

Read these and notice carefully how the phrases are used in the sentences. In each sentence the italicized *n* is the sign of the negative.

has*n*'t anything	She has*n*'t anything to do.
has *n*othing	She has *n*othing to do.
ca*n*'t see any one	I ca*n*'t see any one for a week.
can see *n*o one	I can see *n*o one for a week.
would*n*'t get any	They would*n*'t get any pay for two weeks if they did not work.

would get *n*o	They would get *n*o pay for two weeks if they did not work.
are*n*'t going anywhere	We are*n*'t going anywhere to-night.
are going *n*owhere	We are going *n*owhere to-night
wo*n*'t do	He wo*n*'t do what I ask him.
will *n*ot do	He will *n*ot do what I ask him.
have*n*'t any	I have*n*'t any money.
have *n*o	I have *n*o money.
have *n*one	I have *n*one.

To the Teacher:

I. Purpose of the lesson:

1. To correct such mistakes as: "He hasn't nothing to do." "He ain't got no money."

II. Suggestion:

1. As more mistakes (in talking) are made on this one point than on any other, the underlying principle should be explained before the work in the book is studied.

LESSON 114

NEGATIVES

EXERCISE

Which expression in the parentheses is correct?

1. won't do (any, no) work
2. never had (any, no) friends
3. can't see (anything, nothing)
4. wouldn't get (any, no) pleasure
5. haven't got (any, none)
6. didn't go (anywhere, nowhere)
7. hasn't written (any, no) letter
8. doesn't know (nothing, anything)
9. don't ask (no one, any one)
10. couldn't speak (no, any) English
11. wasn't doing (nothing, anything)
12. aren't working (no, any) more
13. weren't driving (no, any) machine
14. aren't going (no, any) place

15. haven't got (any, no) money
16. haven't (no, any) place to go
17. didn't rent (no, any) house

To the Teacher:

I. Purpose of the lesson:

1. See note following Lesson 113.

LESSON 115

NEGATIVES

Isn't there any bread?
Is there no bread?

They can't write anything.
They can write nothing.

EXERCISE

Read the following sentences in two ways:

1. *Haven't you any* money with you?
2. I *can't do any* better work than that.
3. They *couldn't play any* game but poker.
4. The boys *won't do any* work for me.
5. *Won't you get any* news for a week?
6. *Wouldn't he ever* speak to her?
7. There *isn't any* school to-night.
8. There *aren't any* collars in that box.
9. *Wasn't there any* telephone in the house?
10. There *are no* cars in sight.
11. My little girl *has no* school to-morrow.

12. We *can get no* one to come.
13. They *could see no* place to sit down.
14. *Did you see no* one in the hall?
15. The man *will give no* answer until Sunday.
16. He *will go no* place without me.
17. They *can do nothing* without him.
18. I *have nothing* to show you.

To the Teacher:

I. Purpose of the lesson:

1. To continue correction of such mistakes as "He didn't give no money."

II. Suggestion:

1. This lesson will serve to carry over the drills on *there is, there are.*

LESSON 116

LONGER SENTENCES

The following sentences have two parts. Notice that each part contains a verb. Either part can be put first.

After I left home I went to a training camp.
I went to a training camp after I left home.

EXERCISE

Read the following sentences in two ways:

IN 1917

1. After I *left* home, I *went* to a training camp.
2. While I *was* in the army, I *was* never sick.
3. Before I *left* for France, I *went* home.
4. When we *crossed* the ocean, we *did not have* good weather.
5. While we *were* in France, many men *were* homesick.

6. If it *did not rain*, our company often "*hiked*" twenty miles.

7. If we *got* three good meals a day, we *were* lucky.

8. When I *was* wounded, they *took* me to the hospital.

9. Since I *have been* back, I *have been* in the hospital three times.

10. Since I *have lived* here, I *have seen* men from my company again and again.

Complete the following sentences:

1. After I landed in New York . . .
2. When my mother came . . .
3. If you will give me the money . . .
4. While I was waiting for a car . . .
5. Since I have gotten more pay . . .

In the above sentences, put the second part first.

For review: In the exercises in Lessons 64 and 65, (*a*) give the two parts of each sentence; (*b*) notice the time in each half.

To the Teacher:

I. Purpose of the lesson:

1. To overcome the tendency to leave a sentence incomplete, as "When I came to Cleveland."

II. Suggestions:

1. This lesson will serve to carry over the drill on the past and perfect time.
2. To aid in correcting such errors as "He *said* he *can* go," call attention to the fact that in sentences 1–8 the verbs are in the past time in both parts.
3. To continue developing the ability to combine two or more short sentences into one sentence.

LESSON 117

UNLESS

The man will work *unless* he is sick.

(The man will work *if* he is *not* sick.)

They will starve *unless* they work.

(They will starve *if* they *do not* work.)

You will break the glass *unless* you are careful.

(You will break the glass *if* you are *not* careful.)

Taking a Train

1. We'll take the street car to the station *unless* we have lots of bundles.

2. I'll carry the suitcase *unless* it's too heavy.

3. The train will arrive on time *unless* there's some delay.

4. We can't check our trunk *unless* we have our tickets.

5. My brother is coming too *unless* he misses the train.

6. The guard won't let any one pass *unless* he shows his ticket.

7. A boy nine years old can't travel *unless* he pays half fare.

8. One person can have a whole seat *unless* the car is crowded.

9. The air in cars is often close *unless* the windows are open.

10. Reading on a train is pleasant *unless* it hurts the eyes.

EXERCISE

Read the following sentences, using *unless:*

1. The machine will not run *if* it is *not* oiled.

2. I can not learn *if* I *do not* go to school.

3. We will finish the work *if* we are *not* too tired.

4. The child will have to go to the hospital *if* she is *not* better to-morrow.

5. I will buy this meat *if* it is *not* too expensive.

To the Teacher:

I. Purpose of the lesson:

1. To drill on a conjunction that often gives difficulty.

II. Suggestion:

1. This lesson will serve to carry over the drill on contractions.

LESSON 118

EXERCISES FOR TALKING

© Brown Brothers

Policemen

Talk about policemen, using the following:

protect people	patrol boxes
protect property	corners
manage traffic	telephone

police station	automobiles
patrol wagon	street cars
middle — street	crowds
stop	prevent accidents

A Story about Fulton

When Robert Fulton was a boy he did not like to study. One time he did not know his lesson and the teacher hit the knuckles of his hand with a ruler. Robert did not like this. He told the teacher that he came to school to have something beaten into his head, not into his knuckles.

Which One?

Lincoln was a poor young man. Once a friend asked to borrow one of his shirts. Lincoln had only two shirts. He had just put on one of them, and he had just taken off the other. He laughed and said, "Which one will you take?"

Emily Geiger

During the Revolutionary War an American commander asked some one to take a message to General Sumter. It was a dangerous trip but

Emily Geiger said she would go. She rode many miles on horseback. When she had gone half way she came to an English guard, who cried "Halt." He would not let her go until they searched her. He put her in prison and sent for a woman to search her.

While she was waiting for the woman to come, she took out the message that was in her pocket. She read it and then ate the paper, piece by piece. When the woman came to search her, no paper was found in her dress. So they let her go. She rode on and gave her message to General Sumter.

LESSON 119

CAPITALS

For review, study Lesson 39.

Use capital letters to begin —

1. Words referring to God:
   God, the Lord, the Almighty, His Word.
2. Words made from the names of countries:
   European, American, Russian, French.
3. Names of important events in history:
   Revolutionary War, Civil War.

4. The words *street*, *river*, *mountain*, etc., when the full name is given:

   Harper Street, Columbia River, Rocky Mountains.

5. The principal words in the titles of books, magazines, or compositions:

   The Call of the Wild, *The Saturday Evening Post*, *A Day's Work in the Army*.

6. The names of political parties, religious sects, and holidays:

Republicans, Democrats, Protestants, Catholics, Thanksgiving Day.

To the Teacher:

I. Suggestion:

With more advanced students Rule 4 can be enlarged to include many other words, such as *theatre, church, school, park,* etc.

LESSON 120

CAPITALS

EXERCISE 1

Write the following sentences and put in the capitals:

1. central park is in new york and lincoln park is in chicago.

2. the mississippi river is the largest river in the united states.

3. the northern part of the ocean is called the arctic ocean.

4. many more died in the world war than in our civil war.

5. the united states took a good many danish ships during the world war.

6. a copy of the bible is often found in hotel rooms.

7. one of the largest hotels in st. louis is the statler hotel.

8. president harding belonged to the republican party; president wilson, to the democratic party.

9. have you ever read the book "four years in the white north"?

10. my last story was called "the largest fire i ever saw."

11. kipling wrote a book called "the light that failed."

12. i have a collection of french, spanish, and english flags.

13. if you like to climb mountains you would enjoy the rocky mountains.

14. the german ships were destroyed by the english and the french.

15. there are many protestants and many catholics in all large cities.

16. i think the largest theatre in new york is the capitol theatre.

17. grand boulevard is wider than any avenue.

18. are you a republican or a socialist?

19. a polish general and a french general helped us in the revolutionary war.

20. our father which art in heaven, hallowed be thy name; thy kingdom come; thy will be done.

EXERCISE 2

Titles

Put in the capitals:

Compositions

my life in the united states
the danger of matches
a summer on the farm
a storm at sea
the great cost of fires
three reasons why i came to the united states
one of my most interesting experiences

Books

tales of the war
two years before the mast
the making of an american
thrilling deeds of british airmen

Magazines

the world of to-day
the review of reviews
the literary digest

LESSON 121

QUOTATION MARKS

The man said, "We can not go to-day."

"We can not go to-day," said the man.

The pupil replied, "My books are in my desk."

"My books are in my desk," the pupil replied.

"Where are you going?" asked the girl's mother.

She answered, "We are going to the moving pictures this afternoon."

The boss asked the man, "Where have you worked before?"

"I worked in a coal mine," he replied.

EXERCISE

Put in the correct punctuation marks:

LOOKING FOR WORK

1. The boss said what do you want?
2. I want a job I answered.

3. What can you do he asked.

4. I replied I can run several kinds of machines.

5. Where did you work before he asked me.

6. I answered I worked at Studebaker's before I was sick.

7. He then asked what did you do when you worked there?

8. I ran a machine all day I replied.

9. Did you work there very long he asked.

10. I answered quickly yes I was there for four years and I didn't have any trouble.

11. Do you want to do the same kind of work here he continued.

12. I said to him yes I should like to if you can give me a job.

13. I can give you a job running a machine on the night shift he said.

14. Can't you give me any daytime work I asked him.

15. I want to go to night school after I get through work I continued.

16. He only shook his head and answered

no I can't give you any now but perhaps later I can change your hours.

17. Well will you take the night work?

18. I answered slowly yes if you can't give me anything else.

19. He turned away from me saying if you need any help at first you can ask the night boss.

LESSON 122

EXERCISE FOR TALKING

Courtesy of Metropolitan Museum

WASHINGTON CROSSING THE DELAWARE

The story of how Washington crossed the Delaware River on Christmas night during the Revolutionary War is one of the most famous in American history.

The Americans were fighting for their freedom from England. The English had many paid German soldiers fighting for them. In

Trenton, New Jersey, there were fifteen hundred of these German soldiers. At Christmas time they celebrated and there was a great deal of eating and drinking among them.

Washington's army was across the Delaware River. He knew the English would not expect an attack on Christmas Day, so he decided to surprise them. His own men were poorly clothed and poorly fed, but he led them out on this winter night. It was very dark, cold, and stormy. The river was filled with blocks of ice. All the men suffered greatly and two froze to death. But finally they landed on the other side and marched nine miles down the river to the city of Trenton.

They attacked the city and defeated the English. Washington took one thousand prisoners.